

**THE EFFECT OF USING GRAFFITI STRATEGY
AND PRIOR KNOWLEDGE ON STUDENTS'
READING COMPREHENSION AT SMA
PLUS BINABANGSA PEKANBARU**

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in Partial Fulfillment of the requirements for the Degree
of *Magister* in English Education



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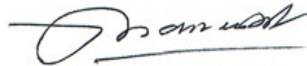
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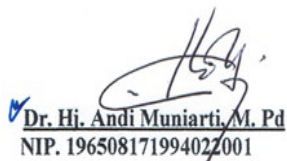
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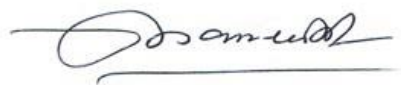
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If letter discovered however that all or some parts of the thesis are not my own or I committed plagiarism, I will accept the sanctions based on the related regulation and law.

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ACKNOWLEDGEMENT



First and foremost, researcher would like to express gratitude to Allah SWT, the almighty God and the lord of universe for blessing, kindness, and inspiration in lending me to accomplish the final project as one of the requirement for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau,

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW, the last prophet who had brought us from the darkness to the brightness, from the stupidity to the cleverness with full of science like today.

Researcher realizes that cannot complete this final project without the help of others. Many people have helped me and people who have been greatly improve the researcher through comment, correction, assistance, guidance and motivation during the writing this final project.

It would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished by the title *“THE EFFECT OF USING GRAFFITI STRATEGY AND PRIOR KNOWLEDGE ON STUDENTS’ READING COMPREHENSION AT SMA PLUS BINABANGSA PEKANBARU ”*. Therefore, researcher would like to extend the appreciation to all of them. They are:

1. Prof. Dr. KH. Ahmad Mujahidin, S. Ag, M. Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof.Dr. H. Afrizal M, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Hj. Andi Murniati, M. Pd, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for their kindness, services, advices and suggestions during accomplishment of this project paper.
4. Dr. Marzuki, M.ED., M.A as the first Supervisor who has given the researcher valuable time to correction, supervision, suggestion from the very early stage of this research.
5. Dr. Bukhari, S.Pd.I., M.Pd. as the second Supervisor who had the responsibility for her patience in providing careful guidance, helpful correction, and suggestion.
6. All lecturers, staff and friends of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau who has given valuable knowledge, information, and motivation.
7. Mr Jarnawi S.Pd, the Headmaster of SMA Plus Binabangsa Pekanbaru and his staff and teachers who have given their kindness as long as the researcher took the data.
8. The deepest gratitude for my beloved parent Hilmi and Sri beni who have given their affection, attention, motivation and inspiration.

Besides that, supports to me mentally and financially. I am proud of them. Without them I am nothing. I love them just the way they are.

9. My loving brothers, Yogi Rahman and Baihaqi hilmi who have supported, reminded to me to finish the thesis as soon as possible, prayed and motivated to me.
10. Thank you most warmly of my classmate PBI^b, my juniors and seniors of UIN SUSKA RIAU. Thank you for inspiring me and along the time we were together.
11. All the participation for their attention, cooperation, and motivation to complete this thesis as soon as possible. May Allah Almighty bless them all. Amiin ya rabbal alamin.

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TRANSLITERATION GUIDELINES

A. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th

ظ	Zha	Zh
ع	‘Ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

B. Double Consonant

The double consonant is written *double* *العا* *written al-ammah*.

C. Short Vowel

- Fathah is written *a*, for instance قال
- Kasrah is written *i*, for instance قيل
- Dhomah is written *u*, for instance دون

D. Double Vowel

ا is written *a*, و is written *uw*, ي is written *ay*, and ي is written *i*.

E. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance

الرسالة للمدرسة is written *arisalat li al-madrasah*.

F. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*.

G. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

ABSTRACT

Rafiq Putri. H (2019): *The Effect of Using Graffiti Strategy and Prior Knowledge on Students' Reading Comprehension at SMA Plus Binabangsa Pekanbaru.*

The main objective of this research was to investigate students' reading comprehension after being taught by using the Graffiti Strategy and Prior Knowledge at SMA Plus Binabangsa Pekanbaru. The design of this research is 2x2 factorial design. The total population is 80 students of SMA Plus Binabangsa Pekanbaru. This research applied a cluster random sampling technique to get samples. The total sample is 47 students. The sample is divided into two groups; the experimental group and the control group. Then, in both groups the students divided into two levels, they were the students with higher prior knowledge and lower prior knowledge. The data were analyzed using the independent sample t-test method to find out whether there is significant difference between the experimental groups taught by using Graffiti strategy and the control group taught without Graffiti strategy. The results of this research were; first, there is a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension. The researcher found the significant $0.000 < 0.05$. Second, there is a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension. The researcher found the significant $0.003 < 0.05$. Last, there is an interaction effect of using teaching strategies and Prior knowledge on students' reading comprehension. The significant value was $0.000 < 0.05$.

Key Word: Graffiti Strategy, Prior Knowledge, Reading Comprehension.

ABSTRAK

Rafiq Putri. H (2019): *Pengaruh Penggunaan Strategi Graffiti dan Pengetahuan Awal on Terhadap Pemahaman Membaca Siswa di SMA Plus Binabangsa Pekanbaru.*

Tujuan utama dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa sesudah menggunakan strategi Graffiti dan pengetahuan awal pada SMA Plus Binabangsa Pekanbaru. Penelitian ini menggunakan rancangan faktorial 2x2. Jumlah populasi dalam penelitian ini adalah 80 siswa di sekolah SMA Plus Binabangsa Pekanbaru. Penelitian ini menggunakan teknik sampel klas teruntuk mendapatkan sampel penelitian. Jumlah sampel penelitian ini adalah 47 siswa. Sampel yang ada dibagi menjadi dua grup yaitu grup eksperimen dan grup kontrol. Kemudian pada kedua grup siswa dibagi menjadi dua level, yaitu siswa dengan pengetahuan awal yang tinggi dan yang rendah. Data di analisa dengan menggunakan uji independent sample t test untuk mendapatkan apakah ada perbedaan yang signifikan antara grup eksperimen yang diajar dengan strategi Graffiti dan group kontrol yang diajarkan tanpa strategi Graffiti. Hasil dari penelitian ini adala; pertama, adanya perbedaan yang signifikan antara murid yang diajar menggunakan dan tanpa menggunakan strategi graffiti terhadap pemahaman membaca siswa dengan nilai signifikan $0.000 < 0.05$. kedua, adanya perbedaan yang signifikan antara pengetahuan awal yang rendah dan pengetahuan awal yang tinggi dengan nilai signifikan $0.003 < 0.05$. Terakhir, adanya pengaruh interaksi dari penggunaan strategi Graffiti dan pengetahuan awal terhadap pemahaman membaca siswa dengan nilai signifikan $0.000 < 0.05$.

ملخص

رفيقة فوتري. ح (2019): تأثير استخدام استراتيجية الكتابة على الجدران والمعرفة الأساسية على فهم القراءة لدى الطلاب في المدرسة الثانوية الزائدة بنابانجسا بكنبارو.

كان الغرض الرئيسي من هذا البحث هو لمعرفة فهم الطلاب للقراءة بعد استخدام استراتيجية الكتابة على الجدران والمعرفة الأساسية على فهم القراءة لدى الطلاب في المدرسة الثانوية الزائدة بنابانجسا بكنبارو. يستخدم هذا البحث تصميم عاملي 2×2 . ومجتمع هذا البحث 80 طالبًا في المدرسة الثانوية الزائدة بنابانجسا بكنبارو. يستخدم هذا البحث تقنية عينة الفصل للحصول على عينة بحثية. وعدد العينة 47 طالبًا. تنقسم العينة إلى مجموعتين هما المجموعة التجريبية والمجموعة الضابطة. ثم تنقسم المجموعة الثانية إلى مستويين، وهما الطلاب الذين لديهم معرفة أساسية عالية ومعرفة منخفضة. وقد تم تحليل البيانات باستخدام اختبار عينة مستقلة t الاختبار وتحليل المتغير. ونتائج هذا البحث هي؛ أولاً، يوجد فرق كبير بين الطلاب الذين يتم تدريسهم باستخدام استراتيجية الكتابة على الجدران وبدون استخدامها لفهم القراءة لدى الطلاب بقيمة كبيرة تبلغ $0.05 > 0.000$. ثانياً، يوجد فرق كبير بين المعرفة المنخفضة والعالية بقيمة كبيرة $0.05 > 0.003$. ثالثاً، يوجد فرق كبير بين المعرفة الأساسية العالية في الفصل التجريبي والفصل الضابط بقيمة كبيرة $0.05 > 0.000$. رابعاً، يوجد فرق كبير بين المعرفة الأساسية المنخفضة في الفصل التجريبي والفصل الضابط بقيمة كبيرة $0.05 > 0.021$. أخيراً، هناك تأثير تفاعلي من استخدام استراتيجية الكتابة على الجدران والمعرفة الأساسية على فهم القراءة لدى الطلاب بقيمة كبيرة تبلغ $0.05 > 0.000$.

الكلمات المفتاحية: استراتيجية الكتابة على الجدران، المعرفة الأساسية، القدرة على القراءة.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of the English skills that should be mastered by all of the English learners. As a skill, reading depends more on students' mastery of vocabulary, grammar, sentence structure, and how to comprehend the text. Reading is an important skill which has an important contribution to the success of learning language because it is a medium to increase the knowledge of students. In addition, Harrison (2004, p.3) reminds that reading not only increases our life skills and extends our knowledge, but also goes much deeper.

Reading has a specific purpose. The main objective of reading is to comprehend the meaning of reading texts. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. In addition, according to Kustaryo (1988) reading comprehension means understand what has been read, and it is an active thinking process that depends not only on comprehension skill but also the students experience and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing author's making judgment, and evaluating. So, from this point of view, it can be said that reading

comprehension is very important for students, if the students do not understand what they have read, they cannot catch the meaning of the text.

Besides, students should use their prior knowledge in reading process. According to Carrel and Cannor (1991) they stated that prior knowledge is an important aspect to successful reading, reading comprehension can be significantly enhanced if prior knowledge can be activated. Students' prior knowledge of grammar and vocabulary have great effect on reading comprehension. It is based on the statement from Nation in his journal, he stated that vocabulary and grammar knowledge are important elements in reading, measuring vocabulary and grammar become a necessary procedure to predict reading comprehension. (Nation & Coady : 1998)

However, it is obvious that prior knowledge of grammar and vocabulary may help students to comprehend and learn the text, through connecting what they have known about vocabulary and grammar with the text. That they can understand what the text mean easily.

In reality, there are some of the students do not like reading in SMA Plus Binabangsa Pekanbaru, they cannot understand what they read and do not comprehend the material they read. Based on preliminary study, the researcher found the problems; some of the students are not able to identify the topic of the text, identify factual information, they cannot identify reference of word, difficult to find the generic structure of the text, difficult to find the purpose of

the text and the last they do not familiar about the text or they do not have prior knowledge about the text given.

Teaching reading in senior high school is conducted based on English curriculum. It is stated that in reading competence, the students are expected to understand the meaning of interpersonal and transactional written in the form of recount, narrative, procedure, descriptive, report, analytical exposition, hortatory exposition, and spoof, so the students are not only expected to understand the text but also the students can access the knowledge.

In SMA Plus Binabangsa Pekanbaru, the teachers have implemented some teaching strategies, which have been applied in teaching reading such as question and answer relationship (QAR) strategy and summary strategy. Every meeting the teacher has applied question and answer strategy during teaching process and in the end of teaching the teacher applied summarizing strategy.

Based on the description above, ideally the strategy makes students understand and able to read well. But in fact, the research still found the problems. Therefore, it can be assumed that there is something inappropriate with the teaching and learning process in this school especially in teaching reading. Actually, to make teaching and learning process becomes effective process; the teacher has to apply the appropriate strategy in teaching. According to Harmer (2001:9) stated that the teacher can work with an appropriate methods that best reflect the student's need. It is clear that

teaching method of the teacher should be appropriate. So, there is an appropriate strategy that can help the students to improve their reading comprehension, called Graffiti Strategy.

According to Franco (2010:536) Graffiti strategy allows students the opportunity to operate in a cooperative group setting and engage in a discourse based on content specific questions that are crafted after each element of historical thinking. Based on Ontario Ministry of Education (2003:66) Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. The strategy provides an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text.

According to Anderson, et,al (2004) stated that a good readers are active in constructing meaning through the process of interacting their prior knowledge of vocabulary and grammar with what they read. Based on the underlying facts, strategy and students' prior knowledge are considered to give a contribution on students' learning. Therefore, it is important to conduct a research to find out whether the implementation of Graffiti strategy and Prior Knowledge give a significant effect toward students' reading comprehension or not and to find out the interaction effect beetwen Graffiti Stratgey and Prior Knowledge on students reading comprehension. Thus, researcher is interested in investigating the problems by conducting a research project entitled "The Effect of Using Graffiti Strategy and Prior Knowledge on Students' Reading Comprehension at SMA Plus Binabangsa Pekanbaru"

1.2 Statement of the Problem

Singh et al (2006, p.24) highlight that “the problem statements will become the backbone of the study”. In this study, the students were not able to respond the teacher “questions and they were not able to comprehend the text after teaching learning process which could be seen in their scores. The problems came from students did not familiar with the reading material. Kemendikbud (2013) emphasized that the school based curriculum requires the students to be able to apply various text in the form of a short text. In learning and teaching have an interesting method to engage the students to comprehend the text and achieve the goal of learning. Lazim (20:3) states that the 2013 curriculum should be applied in the atmosphere of focusing on student-centered learning, forming the students’ self-concept, increasing students’ thinking skills, providing opportunities for students to assimilate and accommodate the concept, laws, and principles and providing opportunities for students to practice the skills of communication.

While reading comprehension is the ability of perceiving a written text in order to understand its contents. The main concept in reading skill is “comprehension”. It is greatly valued by students and teachers alike since it increases the process of language acquisition and helps students to read for different purposes (Sheyda & abdollah, 2015). Teaching reading in senior high school is conducted based on the reading objectives in English curriculum. Based on the curriculum, reading one of skill that teach in senior high school.

The skill of reading has been developed in the Indonesian schools that is the students are able to read a text.

According to Baldwin et al (1985), students performed better when they read about something they have prior knowledge, prior knowledge has additive effects on reading comprehension, although they noticed is not high. In fact, many researchers agree on the importance of prior knowledge in facilitating reading comprehension. For example Ozuru et al., (2009) found that prior knowledge was more significant factor than reading skill on reading comprehension. Prior knowledge is what a person knows about the content (Marzano, 2004). Meanwhile, Swales (1990) stated that prior knowledge is supposed to consist of two main components: “our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters. Teachers can help the students make the transition from the unfamiliar by tapping learners’ prior knowledge. Prior knowledge increases reading comprehension by giving an immediate and effortless access to some information which is not clear or even missed out, and to relate ideas together. Such a prior knowledge facilitates our ability to predict to read fluently; and henceforth, to comprehend better (Ozuru et al., 2009).

According to the linguistic interdependence principle (Williams & Snipper, 1990:42), students begin to master reading in one language, they will also learn to read easily in other languages, because they have already acquired the background information on the process and tools of reading

which they can use when reading in the other languages. Besides that, there are others that can help a learner achieves proficiency in reading as well as understanding a text. These strategies can be applied to reading comprehension, called Graffiti Strategy

Graffiti is a strategy of free expression on posters located around the classroom. Each Graffiti chart begins with a teacher-selected statement and/or question based upon text reading. Based on Ontario Ministry of Education (2003:66) Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. This is a collaborative learning strategy which provides students with the opportunity to write their own opinion and make personal connections to a topic/concept, reading, video and/or other medium. Students engage in a silent discussion with their peers by responding to other students' written responses.

Therefore, the researcher wanted to conducted the research entitled “The Effect of Using Graffiti Strategy and Prior Knowledge on Reading Comprehension at SMA Plus Binabangsa Pekanbaru”. There were two reasons why using Graffiti strategy can be used for this research. Firstly, there were still few researchers in Indonesia using Graffiti Strategy to conduct their research. Second, the researcher found some journal articles about prior knowledge on reading comprehension.

Finally, there is an urgent to conduct a scientific study between Graffiti strategy and prior knowledge on reading comprehension. Therefore, the

present study is one among should contribute to development of best practice by using Graffiti strategy and prior knowledge on reading comprehension. Graffiti strategy provides an opportunity for students to make a personal connection between their prior knowledge and a topic or unit of work by expressing their opinions, and demonstrating their understanding of the assigned text. Besides that, the prior knowledge also can increase students reading comprehension, basically in analytical exposition text.

1.3 Limitation of the Problem

Based on the statement of the problem above, the researcher limits of the problem in order to avoid misunderstanding. The limits of the problem are:

1. This study to investigate the effect of using Graffiti strategy and prior knowledge on students' reading comprehension
2. This study focus on reading comprehension in analytical exposition text which is taught in SMA Plus Binabangsa Pekanbaru.
3. The prior knowledge of this study only divide into two level; High and Low, and only take two types of prior knowledge; prior knowledge of grammar and vocabulary.
4. This research was conducted of second year at SMA Plus Binabangsa Pekanbaru.
5. Data of this research was taken from the prior knowledge and reading comprehension of the students by using test.

1.4 Purpose and Objectives of the study

The researcher wants to conduct the research to find out the effect of Graffiti strategy and prior knowledge on students reading comprehension at SMA Plus Binabangsa Pekanbaru.

1. To find out a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.
2. To find out a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.
3. To find out a significant difference between students' reading comprehension who have higher prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.
4. To find out a significant difference between students' reading comprehension who have low prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.
5. To find out an interaction effect of using teaching strategies and prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

1.5 Research Questions

The problem of this research can be formulated in these following questions:

1. Is there any significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru?
2. Is there any significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru?
3. Is there any significant difference between students' reading comprehension who have higher prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru?
4. Is there any significant difference between students' reading comprehension who have low prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru?
5. Is there any interaction effect of using teaching strategies and prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru?

1.6 Significance of Study

This study can give some input to students of the effect of using Graffiti strategy and students' prior knowledge to improve their comprehension. Furthermore, it will give meaningful learning experience to

the students because the teacher tries to activate students' prior knowledge through listening to the teacher's explanation, so that the students will connect their prior knowledge of vocabulary and grammar with the text given. Hopefully by this strategy the students can be more understand and interested in learning English especially in reading.

This study will provide the teacher some guidance for instructions about Graffiti strategy in teaching reading comprehension effectively. Besides, it will support the teacher to conclude students' prior knowledge. Therefore, this study supports the teacher in understanding, assessing, and developing students' reading comprehension.

Finally by conducting the research, the researcher will reveal the effect of using Graffiti Strategy and Prior Knowledge on students' reading comprehension. Then this strategy certain solution of the problem being faced and the researcher will get valuable experience of the research conducted.

1.7 Rationale of Study

Reading and discussion are good ways to make the students comprehend about the text, because if the students do not understand about the text they have read, it means the students will get nothing. In other hand the students should understand what the topic talks about while reading or before reading.

SMA Plus Binabangsa Pekanbaru is one of the schools that uses 2013 curriculum as its guidance in teaching learning process, one of the skills that

should be taught to the students is reading skill. In the senior high school level, the students should comprehend all of the ends of text, but in the English handbook many text in analytical exposition form, even if the students want to conclude their reading, they should make it in exposition form. So it is necessary for the students to understand about how to read and understand about analytical exposition text. One of the important things in teaching reading is that the students have good prior knowledge of vocabulary and grammar and can activate it. It is allowing them to have a deeper understanding of what they will read. It is important for the students, especially for the students who have difficulty in understanding the topic.

Talking about Graffiti strategy, it is an appropriate strategy to teach reading comprehension. As stated on the background above, it helps students comprehend text, then the use of prior knowledge about vocabulary and grammar are also needed in reading process, here students read the lesson given by the teacher, then after reading the students participate in a discussion about the topic and write their group's responses to the topic on the piece of chart paper. In other words, using Graffiti strategy and monitoring of prior knowledge are effective ways to teach reading comprehension. Bransford in his journal (1999) stated that, in learning, the students use their prior knowledge of vocabulary and grammar to interpret new information. Hence, it is important to carry out this study as a solution on students' reading skill by Graffiti strategy and activating prior knowledge.

1.8 Definition of Terms

In order to avoid misunderstanding about the topic of the research, it is necessary for the researcher to define the following terms:

a. Graffiti Strategy

This is a collaborative learning strategy which provides students with the opportunity to write their own opinion and make personal connections to a topic/concept and reading. Students engage in a silent discussion with their peers by responding to other students' written responses. In this research, the strategy will be used to the students in teaching reading. It will allow the students to make a personal connection to a topic or unit of work by expressing their opinions and demonstrating their understanding of the assigned text.

b. Prior Knowledge

Prior knowledge is what a person already knows about the content (Marzano : 2004). According to connor (1991) prior knowledge is a reader's knowledge of the grammar and vocabulary. So, we can conclude that prior knowledge of vocabulary and grammar should be active in reading. It is important for the students in comprehending the text, because by mastering vocabulary and grammar the students can analyze what the text talk about the important information from the text.

c. Reading comprehension in analytical exposition text

Reading comprehension is an ability in which reader gets meaning from the printed materials that involve thinking process. Besides, according to Nunan (2003:68) reading comprehension is a fluent process of readers combining information from a text and their own background knowledge to build meaning. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. So, we can conclude that reading comprehension of analytical exposition text is an activity that requires the reader to understand all the information by using Graffiti strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Theoretical Framework

2.1.1 The Nature of Reading

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by students. According to Bennette (2001, 23), Reading is a natural passage of ideas and concepts from one person to another (mind-to-mind communication). It means reading is the communication between the author and the readers and they can interpret what the authors are imagining. In addition, Nunan (2003, 68), stated that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning. The readers can integrate their background knowledge with the text to create the meaning. A reader's background knowledge can influence reading comprehension. So, to comprehend the text, own background knowledge is one of the important parts to read the text meaningfully.

Reading comprehension is the main purpose of reading activity. All readers, of course, intend to have connection to the material that they read. The process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. According

to Brassell & Timothy (2008, p.9), reading comprehension is the ability to take information from written text and do something in a way that demonstrates knowledge or understanding of that information. It is clear that comprehension is the main goal of reading.

The purpose for reading also determines the appropriate approach of reading comprehension. Klingner, Vaughn and Boardman (2007, 2) argued that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. In reading activity, it is important for the reader to understand or comprehend the reading text, because one of the purpose of reading itself is to get information or knowledge. Margaret (1981, 153) said that in reading comprehension, thinking is a basic component of comprehension, when we are reading a book we have to see relationship, make comparison, follow sequence of events, and engage in any number of similar. So, it should hardly seem necessary to persuade you that reading involves thinking. Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what the text means, we are not reading. Based on the Gerald (2009, 14) explanation comprehension is the essence of reading because the goal of written language is communication message In addition, Gerald (2009, 19) explained that definition of comprehension. They are:

- a. Proactive, because the reader must be actively thinking and constantly monitoring the meaning.
- b. Tentative, because prediction made in one moment may change in the next moment
- c. Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by prior knowledge
- d. Trans active, because the reader's background interact with the author intention
- e. Thoughtful, because we must analyze the clues the author provide
- f. Imagistic, because (in narrative text particularly) we use the author's descriptive language to create the picture in our mind of what is happening.
- g. Inferential, because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.
- h. Reflective, in that good readers evaluate what they have read and determine in significance and/or how it can be used after finishing reading.

On the other hand, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. Harris and Smith (1986, 48) stated that there are five factors of reading comprehension. They are:

a. Background experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

b. Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language such as syntax, semantic, etc. In order to read a reading text.

c. Thinking Ability

Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

d. Affection

Affective factors are important to comprehensive educators who are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling as important factors that cannot be taken for granted or ignored in educational process.

e. Reading Purpose

The purpose of reading is important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.

In conclusion, reading comprehension means the basic of component person to activate skill, knowledge, understanding of words, by seeing the relationship among words and concept, and organizing the ideas.

2.1.2 Types of Reading

According to Krashen and Terrel (1983: 134) distinguish four types of reading abilities. They are:

1. Scanning by which a reader is making a quick overview of a passage, looking for a specific information;
2. Skimming by which a reader concentrating on specific information;
3. Extensive reading by which a reader is doing a rapid reading for main ideas of a large amount of text; it is reading long pieces either for pleasure or information, such as novels.
4. Intensive reading by which a reader is reading for complete understanding of an entire text. is reading shorter pieces, extracting specific information, accurate reading for detail, such as articles in magazine or newspaper.

Based on the explanation above, in teaching the reading analytical exposition, the teacher must create the steps or procedures of teaching and the students must follow the steps, in order to develop students' comprehension of Analytical Exposition text.

2.1.3 Macro and Micro Skills of Reading

There are four basic skills (macro skills) of language. Harmer (1992: 16) states that the four basic skills are listening, reading, writing and speaking. In order to use language skills, language users need number of sub-skills (micro skills) for processing the language they used. As this research is dealing with reading skill, language user needs to know that reading builds on several micro skills as mentioned by Brown (2001:307)

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.

- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meaning.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

These micro-skills are as vehicle to get the intended information in the process of reading. The language users are able to select at least one of these micro skills appropriate to their purposes on their. In this case, the research chooses three micro skills in reading as a vehicle to arrange lesson plan and assessment to be applied for the learners as they are the language users. Therefore, the micro skills that will be used in this research are discriminating among the distinctive graphemes and orthographic patterns of English, recognizing that a particular meaning may be expressed in different grammatical forms, inferring links and

connections between events, ideas, cause and effects, main idea, supporting idea, new information, given information, generalization, and exemplification.

2.1.4 The Reading Purpose

According to Nunan (1983), there are several purposes in reading:

1. Reading for learning

A good reader is not only being able to read, but also being able to interpret, judge, and draw the inferences from the printed language being read. In other word, reading activities entail the readers' intelligence and carefulness and analysis in identifying the major purpose of author through words, signs, or even symbols of the text. When you read, you may think that you are decoding a message the researcher has encode into a text.

2. Reading for getting information

Reading for information is purposed to gain insight of information. It may range from scanning and the reading of letters to in depth reading articles or books. No matter what our agenda, why, and where we read inevitably determine how we read.

2.1.5 Teaching Reading Comprehension

According to Richards (2002, 227), reading for comprehension is the primary purpose for reading, because reading is an activity with purpose.

And the purpose for reading also determines the appropriate approach to reading comprehension⁹. It means that people who want to read depend on their purpose or need and they will choose what the materials are suitable for their purpose. Yet for comprehension, the reader should use some approaches or strategies.

According to Grabe (2009), reading comprehension is a combination of identifying and interpreting skills. Then, he stated that active process of comprehending where students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim a head to fill in the context, etc). It means that reading comprehension is the result of teaching and learning processes that individual can explain or define a unit of information in their own words and students are required to get some strategies to read effectively and efficiently. Reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing. According to Elizabeth (2003, 19) stated that reading comprehension is related to prior knowledge to the new knowledge contained in written texts, prior knowledge, in turn depends on lived experience and having more prior knowledge will be having more comprehension. So, reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what they reader in other words reading without understanding is useless.

According to Smith in Syaifullah (2009, 68) comprehension is bound to be lost in such circumstances and learning becomes impossible. The tendency to stop dead at the first difficult word and thus to struggle uncomprehendingly through print a word at time is a characteristic of poor reader of all ages. It means that to comprehend the text, the reader should read a whole of the text and if the reader do not know what the meaning of unfamiliar word do not stop it but just continue because comprehension cannot be got from one by one word meaning but generally. According to Whiter in Khairani (2007), various characteristics and circumstances can affect reading rate of comprehension for somebody. These include:

- a. Your background knowledge: the amount of knowledge you have about a topic influence how easily and how fast you will be able to read about it.
- b. You are physical and recovering from a cold, and whether you are recovering from a cold, and whether you are happy or relaxed after enjoying a dinner can all affect your ability to read and concentrate. Ideally, try to complete analytical or careful reading assignments when you are at your physical peak and can maintain an optimum level of concentration.
- c. Your interest level: most of the people have little difficulty of understanding and remembering material if the subject is highly interesting. Interest, then, can facilitate comprehension and rate; a lack of interest or motivation can have an adverse effect.

- d. Your reading skill. Your ability to comprehend directly influences how well and how fast you are able to read a given page; your vocabulary is also an important factor. If your vocabulary is limited, for example, you will encounter numerous unfamiliar words that will impair your comprehension and slow you down.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of the teaching and learning process. In teaching reading is not easy, a teacher must have many strategies to teach reading and interact to the students.

Based on the statement above, it is clear that teaching reading is a process or approach that is used in teaching process of interaction between students and teacher in reading process. While the teacher guides the students to understand and comprehension about the text after they read. According to Block (2004, p.3), there are three types of comprehension processes that are taught as follows:

- a. Literal comprehension is defined as extracting the details of the text and recognizing the author's purpose. Students must have a clear understanding of the material, as presented by the author.
- b. Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts.

- c. Metacognition. In general, metacognition involves thinking about one's own thinking or controlling one's learning. Metacognitive processes help students (1) remove road blocks that interrupt comprehension and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these processes.

In addition, block (2004, p.3) also stated that there are some general principles for teaching comprehension that teachers should keep in mind as they plan.

- a. Begin comprehension instruction in the earliest grades, even before children have moved into conventional reading.
- b. Consider the reader, the activity, and the text when planning instruction.
- c. Teach comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.
- d. Help learners understand when and why particular comprehension strategies are useful.
- e. Use a range of text genres and use good books in which kids are interested.
- f. Conduct deep conversations about the meanings of texts.
- g. Whenever possible, employ paired or group learning.
- h. Plan for plenty of practice opportunities, especially in authentic contexts with real texts. Give lots of feedback.

- i. Design instruction that provides just enough scaffolding for students to be able to participate in tasks that are currently beyond their reach.

It can be concluded that there are many effects of someone's comprehension. Oral language, phonological and phonemic awareness, fluency, and prior knowledge can also give the effect to someone's comprehension in reading texts. Then good readers are aware of how well they understand a text while reading and also how well they take active steps to overcome difficulties in comprehension.

2.1.6 The Factors Influencing Reading Comprehension

According to Judith (1986, 102), there are several factors that influence reading comprehension. They are:

a) Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculation that can often account for a large portion of the difference between successful and unsuccessful comprehension. Teachers must begin by assessing whether or not this is true by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

b) Motivation and Interest

Comprehension is also improved when students are motivated and interested. To some extent, teachers facilitate motivation each time they make the tasks easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c) Cultural differences

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d) Decoding fluency

Finally, students cannot be expected to comprehend passage when they are devoting large amounts of attention to identifying individual words. They should be given material they can decode fluently if they are to develop their comprehension skill for each.

2.1.7 The Types of Reading Comprehension

The types of reading comprehension can be seen as the crucial part before choosing what kind of activities will be done in teaching reading

comprehension. According to Richard (2010) he stated that there are four types of reading comprehension which are often distinguished based on the readers' purpose in reading texts. They are:

1. Literal comprehension refers to a reading for understanding, remembering, or recalling the information explicitly contained in a passage.
2. Inferential comprehension can be seen as a reading for finding information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
3. Critical or evaluate comprehension can be defined as a reading for comparing information in a passage with the reader's own knowledge and values.
4. Appreciative comprehension refers to a reading for gaining an emotional or other kind of valued response from a passage.

Based on the explanations above, there are four types of reading comprehension which have different purposes of each type. In terms of literal comprehension, it means that the reading is to find the information contained in general. At inferential comprehension, the readers aim at finding specific information of the text. In term of the critical comprehension, the readers compare and conclude their own knowledge and values with the text. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text, thereby, it is necessary to know all of the types of reading comprehension discussed

above before testing and assessing the students' ability in reading. By knowing each of them, we will be handily guided in teaching reading skill in the classroom.

2.1.8 Assessing Reading Comprehension

Reading is one of the receptive skills. To assess reading is not as hard as a productive skill like speaking and writing because in reading, the teachers can assess the students' reading ability by using multiple choices, short answer, fill in the blank, and so on to know their ability. In the other ways, Brown (2003, p.189-190) divides the reading performance into 4 types, and he classifies the way to assess students' reading ability based on this type below:

1. Perceptive

Perceptive reading tasks involve attending to the components of large stretches of discourse : letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.

2. Selective

This category is largely an artifact of assessment formats in order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

3. Interactive

Reading is a process of negotiating meaning, and the reader brings to the text a set of schemata for understanding it.

4. Extensive

Extensive reading applies to the text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

In assessing reading comprehension for Senior High School students, Brown (2004, p.194) mentioned some possible activity which can be done in term of selective reading, they are:

1. Cloze Test

Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies. They can be constructed relatively easily as long as the specifications for choosing deletions and for scoring are clearly. Typically every seventh word (plus or minus two) is deleted, but many cloze test designers instead use a rational deletion procedure of choosing deletions according to the grammatical or discourse functions of the words. Rational deletion also allows the designer to avoid deleting words that would be difficult to predict from the context.

2. Impromptu Reading Plus Comprehension Questions

These specifications and the questions that exemplify them are not just a string of "straight" comprehension questions that follow the thread of the passage. The questions represent a sample of the test specifications for TOEFL reading passages, which are derived from research on a variety of abilities good readers' exhibit. Notice that many of them are consistent with strategies of effective reading: skimming for main idea, scanning for details, guessing word meanings from context, inference, using discourse markers, etc

4. Short-Answer Tasks

A reading passage is presented, and the test-taker reads questions that must be answered in a sentence or two. Questions might cover the same specifications indicated above for the TOEFL reading, but be worded in question form.

5. Editing (Longer Texts)

The previous section of this chapter (on selective reading) described editing tasks; put there the discussion was limited to a list of unrelated sentences, each presented with an error to be-detected by the test-taker. The same technique has been applied successfully. to longer passages of 200 to 300 words. Several advantages are gained in the longer format.

6. Gap filling tasks

An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

7. Scanning task

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information.

8. Ordering Tasks

Students always enjoy the activity of receiving little strips of paper, each with a sentence on it, and assembling them into a story, sometimes called the "strip story" technique. Variations on this can serve as an assessment of overall global understanding of a story and of the cohesive devices that signal the order of events or ideas. Alderson et al. (1995, p. 53) warn, however, against assuming that there is only one 'logical order. They presented these sentences for forming a little story.

9. Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Reading a map implies understanding the conventions of map graphics, but it is often accompanied by telling someone where to turn, how far to go, etc. Scanning a menu requires an ability to understand the structure of most menus as well as the capacity to give

an order when the time comes. Interpreting the numbers on a stock market report involves the interaction of understanding the numbers and of conveying that understanding to others.

2.1.9 Reading Comprehension in Analytical Exposition Text

Student is the reader. The reader actively interacts with the text. Thus, the students as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Active readers apply some reading comprehension strategies to comprehend the text including analytical exposition text. Analytical exposition text is one of the texts that commonly taught in classroom. Brown maintained some principal strategies for reading comprehension as follows:

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.

In this research, the Analytical exposition text used as a one of genres text taught at SMA Plus Binabangsa Pekanbaru. Furthermore, based on Syllabus at the Second Year of SMA Plus Binabangsa Pekanbaru, the expected indicators of Analytical exposition text can be seen as the following expectations:

a. Finding the Topic

Reading concerns with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas is the most important piece of information the author wants the readers to know about the concept of the paragraphs. Determining the idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words.

b. Identify the Specific Information.

In this case, the students are demanded to identify a variety of information involved in the text. Identifying the specific information of the analytical exposition text refers to identifying the meaning of unfamiliar words. It means that the students can develop their guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the specific information and the topic of the paragraph. In line with the statement above, Kurniawan (2013) stated that the students can identify the specific information contained if they could find the major elements of the analytical exposition text including phenomena in the text, thereby, the students will be able to identify the specific information contained.

c. Identify the Communicative Purposes.

The communicative purposes of analytical exposition text is to describe a particular person or thing. It present ideas by providing extensive details about the characteristics of people, event, or place. In this case, the students are demanded to know the goals or the communicative purposes of the analytical exposition text.

d. Identify the Generic Structures.

Generic structure refers to the text structure. According to Anderson (1997: 2 - 3), analytical exposition text is a type that is intended to persuade readers that something should be in the case. The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration.

- a. Thesis : Introduces the topic and shows speaker or writer's position; outline of the arguments are presented.
- b. Arguments : Consists about point and elaboration point, states the main argument elaboration, develops and supports each point of argument
- c. Reiteration/Conclusion: Reiteration (restatement), restates speaker or writer's position.

In this case, the students need to know those parts above in order to make them easier to identify and distinguish each of the parts.

e. Finding the Meaning of Vocabulary

According to Katheleen (1992:324), your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

2.2 The Nature of Analytical Exposition Text

2.2.1 Definition of Analytical Exposition Text

There are some kinds of texts that should be comprehended by the senior high school students. In this research, the researcher will use analytical exposition text. Smalley and Ruetten (1982:100) state that expository paragraph is a paragraph that explains or analyzes a topic by using specific details and examples. According to Anderson (1997: 2 - 3), analytical exposition text is a type that is intended to persuade readers that something should be in the case. Analytical exposition is popular among science, academic community and educated people. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomenon surrounding. An analytical exposition text is a factual text used to a point of view, or an

argument. These types of text can be found in scientific book, journal, magazine, newspaper article, academic speech or lecture, research report etc.

2.2.2 The Components of Analytical Exposition Text

According to Anderson (1997:124) analytical exposition text has three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow;

1. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express felling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration.

- a. Thesis : Introduces the topic and shows speaker or writer's position; outline of the arguments are presented.
- b. Arguments : Consists about point and elaboration point, states the main argument elaboration, develops and supports each point of argument
- c. Reiteration: Reiteration (restatement), restates speaker or writer's position.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/ purpose, language features, and generic structure/ text organization.

2.2.3 The Example of Analytical Exposition Text

The Importance of English

- *Thesis:*

I personally think that English is the world's most important language. Why I think like that?

- *Arguments:*

Firstly, English is an international language. It is spoken by many people around the world although it is a second language.

Secondly, English is also the key which open the window to scientific and technical knowledge, which is needed for economic and political development of many countries in the world

Thirdly, English is top requirement of these seeking jobs. Applicant who masters either active or passive English is more favorable than those who do not.

- *Reiteration/Conclusion:*

From the text above, the analytical exposition text was used in this research.

2.3 The Concept of Curriculum

2.3.1. The Implementation of Curriculum

Curriculum as a basic element of the learning process has an important role in determining the success of the teaching process. According to Njeng'ere (2014), curriculum has a role in identifying and organising the learning process into goals, objectives, aims and learning outcomes to be achieved. Curriculum will set a parameter of students' success in relation to knowledge, skills, and attitudes. Patankar and Jadav (2013) explained that

curriculum plays an important role in the education field. Curriculum will inform interaction in all aspects of education, including among teachers and students, students with instructional content, materials, resources, and processes of evaluating educational objectives. In the end, the success of students will be determined by assessment criteria and learning indicators that have been set in the curriculum. However, success of the curriculum cannot be separated from teachers' role in its facilitation. Print (1993) stated that teachers facilitate the curriculum and should be able to implement it and make it suitable for the learning environment (including school characteristics, local needs, cultural background).

2013 is believed to be a curriculum that can help learners to be more active and critical in learning English as a foreign language. Tantra (2013) said that the 2013 curriculum is designed to follow the needs of the century. The learning paradigm has shifted; students acquire knowledge because they are taught by a teacher to get knowledge by themselves. It is hoped that it will be a good bridge to help Indonesian students in facing the globalisation era (Sarosa 2014) and Chairani (2015). According to Howartt (1984), the actual function of language is as a system for expressing meaning. It is important to use language in interactive and communicative ways. Thus, the 2013 curriculum will create a natural environment for language learners. Another plus point of the 2013 curriculum is this curriculum is not only focusing on knowledge, but also on affective aspects such as character building. Muhamad and Saparahayuningsih (2016) stated that the 2013 curriculum has character

building as the focus since nowadays Indonesia is facing socio-cultural changes. Before, Indonesian culture was widely regarded as courteous, polite, gentle, and caring for others, highly social, and highly cooperative.

McDaniel (1998) suggests that teachers should include values and ethics activities in their daily teaching and learning process. Teachers can use reading and writing activities to encourage moral and ethical thought. Another way is by structuring the learning environment as safe environment for learning, sharing, and cooperation, using activities such as discussion, role-playing, and analytical and creative projects as a basis for critical thinking. Research conducted by Adi (2013) found that English language learning provides many opportunities for integrating the teaching and learning process with values and responsibilities. Teachers can provide students with learning activities that increase student interaction and put students in the centre of learning. In this way, students have more chances to interact with their friends and build good values within themselves – especially as the 2013 Curriculum focuses on English as a tool for communication and critical thinking, using activities such as role-play, discussion, writing and reading, with social issues as the topic.

As a con, or disadvantage the 2013 curriculum bases learning on a scientific approach. This approach identifies five activities in teaching and learning activity: observing, asking, collecting data, associating and communicating. Suharyadi (2013) found that it difficult to identify an example of teaching English using a scientific approach, since this approach is usually

connected to teaching science or mathematics. Besides the scientific approach problem, Putra (2014) summarised changes in standard content made by the Ministry of Education in the 2013 curriculum. The changes are: (1) removal of English as a subject from elementary school, (2) reduction of teaching hours at senior high schools, (3) reduction in the content of teaching materials (types of texts and speech activities), (5) limitation of topics of discussion, (6) explicit addition of grammar points, (7) integration of all language skills, and (8) reduction in teachers' duties in material and curriculum development.

In the previous curriculum (KTSP), English teachers tend to focus on reading without giving their attention to other skills. Actually, English language learning should cover the whole language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), productive and receptive macro-skills (speaking, writing, listening), and productive and receptive micro-skills (grammar, vocabulary, pronunciation and spelling). In the 2013 curriculum, these four skills are integrated, as the notion of competence encompasses the notion of communicative competence.

SMA Plus Binabangsa is one of the high schools in Pekanbaru that use 2013 curriculum as guide line to teaching English. Based on Handler (2010), on the practical side, the teacher has the responsibility to be able to engage in curricular decisions such as understanding the content of the curriculum, planning activities, and assessment based on the curriculum focus, as well as matching content with several standards on the curriculum syllabus. In this

school, English is one of the subjects in senior high schools that is measured in the national final examination. The 2013 curriculum is applying a scientific approach as its basic learning approach and has three aspects of assessment. They are knowledge aspects, skills aspects, attitudes and behaviour aspects.

2.4 The Nature of Prior Knowledge

2.4.1 Definition of Prior Knowledge

Knowledge may appear in various forms and this has important implications for its operationalization in educational research. According to Alexander, Schallert & Hare (1991, 317), knowledge may be defined as “an individual’s personal stock of information, skills, experiences, beliefs and memories”. Knowledge research literature is vast, and includes many related concepts. One such knowledge construct is prior knowledge. Prior knowledge research belongs to the family of knowledge research. However, it deserves its own consideration because it is temporally located prior to the learning process; this gives it a unique character in learning research. Prior knowledge may be defined as knowledge that: comprises both declarative and procedural knowledge; is present before the implementation of a particular learning task; is available or able to be recalled or reconstructed; is relevant for the achievement of the objectives of the learning task; is organized in structured schemata; is to a certain degree transferable or applicable to other learning tasks; is dynamic in nature (Dochy, Moerkerke & Segers, 1999).

Prior knowledge may be defined as a combination of knowledge and skills. Furthermore, it should be noted that knowledge is fluid and dynamic in nature. According to Baldwin et al (1985), students performed better when they read about something they have prior knowledge and interest, both of prior knowledge and interest have additive effects on reading comprehension, although they noticed is not high.

Prior knowledge increases reading comprehension by giving an immediate and effortless access to some information which is not clear or even missed out, and to relate ideas together. Such a prior knowledge facilitates our ability to predict to read fluently; and henceforth, to comprehend better (Ozuru et al., 2009).

In fact, many researchers agree on the importance of prior knowledge in facilitating reading comprehension. For example Ozuru et al., (2009) found that prior knowledge was more significant factor than reading skill on reading comprehension.

Prior knowledge is what a person knows about the content (Marzano, 2004). Meanwhile, Swales (1990) stated that prior knowledge is supposed to consist of two main components: “our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters. Teachers can help the students make the transition from the unfamiliar by tapping learners’ prior knowledge.

The terms background knowledge and prior knowledge, according to Chen (2008), are in general used interchangeably. The knowledge about the world and the understanding of it, which the students have retrieved through their daily experiences such as riding in cars or buses, playing with other children and adults, and talking to others help them to make a meaningful interpretation of the texts that they read (Chen, 2008). Reading has been argued to be an interactive process. Some definitions of reading comprehension center on the interaction between the text and prior knowledge (Tarchi, 2010). Researchers, such as Applegate, Quinn and Applegate (2002), state that the principle of reading is the skill of integrating past experience and prior knowledge with the text. Tarchi (2010) states that research on the strategies of reading comprehension is often prior knowledge that becomes the most important one. The ability to construct the main idea from the given text may be influenced by the background knowledge of the reader of the content domain of the text (Afflerbach, 1990).

Prior knowledge acts as a lens through which we view and absorb new information. It is a composite of who we are, based on what we have learned from both our academic and everyday experiences. (Kujawa and Huske, 1995). Students learn and remember new information best when it is linked to relevant prior knowledge. The teachers who link classroom activities and instruction to prior knowledge build on their students'

familiarity with a topic (Beyer, 1991) and enable students to connect the curriculum content to their own culture and experience.

In order to understand linked discourse, one must be able to infer that which was not presented in the text. This can be done by linking the dots of the text or by using additional background knowledge to grasp the text (Lipson, 1982). Lipson (1982), states that some authors expect readers and speakers (excluding listeners) to fill-in and connect information in some-what predictable manners. Decisions on what to fill-in and how to connect chunks of the text are made on the source of verbal knowledge, knowledge of text structure, knowledge about social interaction and human intentionality and knowledge of underlying relations. The reader has to bring this knowledge to the task in hand and the learning would be preceded by the context of the prior knowledge structures.

According to Fisher and Frey (2010), background knowledge is the most important aspect of acquiring new knowledge. A study of students' reading comprehension discovered that the two strongest predictors of success in reading comprehension are background knowledge and vocabulary, and the two have indirectly paved a way to pursue ways in which a learner would employ problem-solving strategies when they lose the meaning (Fisher & Frey, 2010). They further argue that the most well known impact of background knowledge is its effective influence on one's ability to understand the text. Alfassi (2004) states that the wider one's background knowledge is the simpler it will be for them to grasp the

meaning or obtain new information that the text is offering. In addition, prior knowledge has been said to be a multi-faceted construct. The difference of construct is mainly between topic knowledge, the depth of an individual's knowledge on certain subject matters and also the breadth of knowledge of an individual on a specific subject area (Tarchi, 2010).

The skill of using prior knowledge may lie in one's ability to activate the relevant knowledge with regard to the text in hand and knowing which background knowledge to apply will be effective. Prior knowledge is described as "an individual's life experiences and the knowledge of the world acquired through his life" (Pour-Mohammadi & Abidin, 2011:239). According to this definition, prior knowledge does not only apply to books that one has read but also involves taking into account real life experiences. There are apparently six dimensions of background knowledge which are as follows:

- a) Dynamic,
- b) Available before a learning task,
- c) Structured,
- d) Multiple,
- e) Both explicit and implicit and
- f) Conceptual and meta-cognitive.

The argument has been based on the notion that prior knowledge helps not only excellent readers but also poor readers. Simply put, it

implies that a higher degree of prior knowledge may help one to overcome linguistic insufficiencies (Pour-Mohammadi & Abidin, 2011:239).

Cognitive strategies have been defined as mental and behavioral activities that include re-reading, activating prior knowledge, as well as adjusting one's reading speed (Van Keer, 2004:38). Reading comprehension is said to be a cognitive processing through which one can apply prior knowledge to the comprehension of a text. The use of prior knowledge has been emphasized a key of comprehending and interacting with a text.

Besides that, there are others that can help a learner achieves proficiency in reading as well as understanding a text. These strategies can be applied to all reading situations, whether one is reading a text in English or in other languages. According to the linguistic interdependence principle (Williams & Snipper, 1990:42), children begin to master reading in one language, they will also learn to read easily in other languages, because they have already acquired the background information on the process and tools of reading which they can use when reading in the other languages.

Prior knowledge or background knowledge is widely. According to Rumelhart (2004), there are four types of prior knowledge that a reader may access when trying to comprehend, or make meaning from a text. These types contain "specialized knowledge about some aspects of the

reading process”. Syntactical knowledge (grammar/structural knowledge), Semantic knowledge (meaning/context/domain-specific), Orthographic knowledge (spelling), Lexical knowledge (words themselves/meaning/vocabulary).

In order for a reader to comprehend and understand the varying degrees of meaning of the text, these “various sources of knowledge, both sensory and non-sensory, come together at one place, and the reading process is the product of the simultaneous joint application of all the knowledge sources” (p. 1163). Therefore, in order for a reader to become skilled, he or she “must be able to make use of sensory, syntactic, semantic, and pragmatic information to accomplish” (p. 1149) the task.

Throughout this research, the terms “prior knowledge” and “background knowledge” will be used interchangeably and will refer only to lexical knowledge and syntactical knowledge also known as “prior knowledge of vocabulary and grammar,” and be defined as the “broadly represented knowledge specific to a given piece of text” (Rupley & Willson, 1996, p. 420). Therefore, when a reader is using his or her prior grammar and vocabulary knowledge, the reader is taking what he or she already knows about the grammar and vocabulary of the text to help comprehend the text. A reader uses his or her prior knowledge to learn new information on a topic, to integrate the new “information from the text with their existing knowledge” (Lipson, 1982, p. 243). Therefore,

comprehension becomes the ability to use “prior knowledge to create new knowledge” (Lipson, 1982, p. 243).

Meanwhile, Adams (2012) stated prior knowledge as a reader’s background knowledge of the grammar and vocabulary. This knowledge is used to bring the written word to life and to make it more relevant in the reader's mind.

2.4.2 Prior Knowledge of Vocabulary

Vocabulary is one of the language elements that have an important role in learning language. The next paragraph would present definitions of vocabulary from several resources. Napa (1991) says vocabulary is one of components of the language and there is no language without words. It can be assumed that vocabulary is the component of the language in form of word in which it make language meaningful because without vocabulary speaker cannot convey meaning and communicate with each other.

Vocabulary is one of the important elements to be acquired by the language learners. According to Penny (2000), vocabulary can be defined roughly as a language user’s knowledge of word. In other words, vocabulary helps language learners to be able to understand reading text easily. Without knowledge about vocabulary the students would be difficult to understand the text.

Haycraft (2001) divides the vocabulary into two types, active and passive vocabulary. He categorized the active vocabulary as the words that should be used in writing and speaking. Then, passive vocabulary means

the word that used to comprehend a text in reading and listening. Vocabulary is an important aspect to be mastered by the students in learning reading. It is very useful to make students be able to construct the sentences, to express their idea, and to think well. Besides that, according to Nation (1990), vocabulary is clearly an important skill in reading. The students have to master vocabulary because vocabulary is an important aspect that makes them success in reading.

In addition, Polly (2005) states that students with good vocabulary knowledge are relatively easier to achieve higher standards of language, which then facilitates their life-long learning about the world. In contrast, students with poor vocabulary knowledge find it more difficult in their learning. Therefore, poor vocabulary knowledge is a hurdle for students because it hinders and delays their speed of learning a language.

The opinion above is supported by Wainwright (2006), he also states that vocabulary is an important factor in reading, he has said that the larger vocabulary the easier it is to make the sense of text, without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having number of vocabulary, this kind of difficulty can be solved.

According to Nation (1990), vocabulary is clearly an important skill in reading. The students have to master vocabulary because it will help them to succeed in reading. So, it is impossible for students to understand the passage without mastering vocabulary. It is clear that the

students' vocabulary is needed to face the difficulties in learning English, especially to understand reading materials.

there are some types of vocabulary in English. Fries (1974:45) classifies English words into four groups, namely:

a. Content words

Content words represent the name of objects or things that are the concrete nouns (dog, motorcycle, and box) action down by with those things, that is: verb (drive, hit, push); the qualities of these things that is adjective (charming, beautiful, heavy, tall); and the indication such meanings as frequency, degree, manner and place, that is adverbs (carefully, here, now).

b. Function words

Function words are those words, which are used as means of expressing relation of grammar/structure. Such as conjunction (and, however, but), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words

Substitute words are those which represent individual things or specific action as substitutes for whole from classes of words, that is, indefinites (anybody, anyone, somebody, and everybody).

d. Distributed words

Distributed words, those are distributed in use according to grammatical matter as the presence or absence of negative, such as, any, either, and neither.

Vocabulary knowledge is sometimes targeted in test of reading ability, since there is a strong correlation between the two. Finally, learners' developing vocabulary knowledge, and their use of vocabulary learning strategies, may be the subject of testing for research purposes especially the kind of research that teachers themselves can carry out in their own classrooms. According to Thornburry (2002, 130) there are eight aspects of vocabulary knowledge, there are;

1. The words form- both spoken and written
2. The word's meaning (or meanings, synonym, antonym)
3. Any connotations the word might have
4. Whether the word is specific to a certain register or style
5. The word's grammatical characteristics- e.g. part of speech
6. The word's common collocation
7. The word's derivations
8. The word's relative frequency

Furthermore, all these aspects of word knowledge can be realized receptively (in listening and reading) or productively (in speaking and writing), any vocabulary test, therefore, needs to take into account the multi-dimensional character of word knowledge. In this research, the researcher focus on five aspects of vocabulary knowledge, they are; The words form- written, The word's meaning (or meanings), the synonym, antonym and The word's common collocation.

Based on the theories above, it can be inferred that vocabulary is a set of words that is used to make communication among people that contain useful ideas, information, and meaning. Without mastering a large number of vocabularies, it is difficult for a learner to study and use the language. It means that learning vocabulary plays an important contribution especially in reading. The more words people learn, the more ideas they have. Therefore, people can communicate with others effectively and if the students know a lot of vocabulary, they may be able to comprehend the text easily.

2.4.3 Prior Knowledge of Grammar

Grammar is one of language components. It refers to pattern of form and arrangement by which the words put together and it must be learnt if the language will be used. Someone who uses language has to know the grammatical of the language. River (1969) says that it is more effective to produce utterance based on the basic structure they construct new utterance. It is clear that grammar is one of important roles in reading, if they understand about the grammar, they can catch the meaning easily. There are several reasons that learn about grammar; some of them are that grammar helps with understanding what makes sentence and paragraph clear, interesting and precise. It names the type of words and word groups that comprise sentences in English. It lets us understand that all language and all dialects follow grammatical patterns.

An English lesson for high senior high school is different from the previous school levels. Learning English for senior high school students should be more comprehensive and more emphasis on the ability to construct English sentences with appropriate grammatical. Students should be able to master grammar such as past tense, present tense, present continuous tense. Besides that, students should be able to identify adjective clauses, verb, and other adverb connectors, because it is step learning English as a second language. According to the CELT Technical Manual (Harris and Palmer, 1970b), the structure subtest is intended to measure the students' 'ability to manipulate the grammatical structures occurring in English' (p. 1). It targets five types of grammatical structures,

1. Choice of verb forms
2. Choice of modals forms
3. Choice of connectives/conjunction
4. Form and choice of pronouns
5. Form and choice of word order

Harmer (1999), states knowing about grammar offers people potentially unlimited linguistic creativity. Knowledge of the regularities can function as a machine to generate potentially enormous number of original sentences. In addition, knowledge of grammar is also important because it can function as an advance organizer. In the process of acquisition, advance organizer plays a crucial role because the learner

should master grammar knowledge subconsciously, organize and notice the input exposed to them.

Larsen-Freeman (2001) states grammar is about form and one way to teach form is to give students rules, however grammar is about much more than form, and its teaching is still served if the students are simply given rules. Besides, Richard and Renandya (2002) state the role of grammar is perhaps one of the most controversial issues in language teaching.

From the above statement, the writer assumes that grammar is an important factor to be learnt. Grammar cannot be separated from language, because if the students do not have a good mastery in grammar they also cannot master the language. Grammar is partly the study of what form or structures are possible in a language.

Meanwhile, Fromkin and Rodman (1983) state that to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. That's why grammar plays very important roles for people who want to learn another language. Nunan (2005) described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. If the students understand the text, the researcher only knew that grammar is a means to combine words into sentences.

From the description above, grammar has some rules that students can use it to form a sentence from some words. The students who can use grammar properly can be called as people that have good English. Grammar has important role in learning English, so it also has a big influence to reading comprehension ability. The students who want to get a text message have to know about how the text is formed or they will not be able to have a complete understanding about what the writer means. If they do not master grammar well, they will have difficulty in mastering reading comprehension too.

2.4.4 Components of Prior Knowledge

Tarchi (2010) suggests that prior knowledge comprises two main components namely, domain and topic knowledge. Gilakjani and Ahmadi (2011) also state that prior knowledge should comprise two main components. These are “assimilation of direct life experiences and its manifold activities, as well as assimilated verbal experiences and encounters”. Surber and Schroeder (2007), on the other hand, argue that there are at least three crucial ways to look for prior knowledge. The two ways distinguished by Tarchi (2007) and Gilakjani and Ahmadi (2011) classify prior topic knowledge and prior domain knowledge. Topic knowledge may come from a single text whereas domain knowledge may come from various multiple sources that one has been exposed to for some time (Tarchi, 2010). Topic knowledge further constitutes two sub-components that describe the growth of comprehension, that is, knowledge

of facts and knowledge of meaning. Ozuru, Dempsey and McNamara (2009) speak of topic-relevant prior knowledge. According to them, this refers to the “the reader’s pre-existing knowledge related to the text”.

The above authors have stated that there is an empirical evidence which indicates that the reader’s prior knowledge facilitates and enhances text comprehension, especially that of expository materials. A third possible way of viewing prior knowledge may result from general knowledge. This might be the general knowledge that the reader has of a text structure. These factors of prior knowledge represent the knowledge that the learner takes with to the task (Surber & Schroeder, 2007). Tobia (1994) also distinguishes between topic knowledge and domain knowledge. Topic knowledge refers to prior awareness of content that is closely linked to the material covered in a specific text or a portion of instructional material. Domain knowledge, on the other hand, concerns with the awareness of general information in a field, although it might not even be specifically indicated in a particular passage. For example domain knowledge will be having knowledge about the politics of the world and how they operate. This will make it easier for one to be able to understand texts that are on politics by applying prior knowledge that one has accumulated on politics.

2.4.5 Activation of Prior Knowledge

According to Closs (2006), activation of prior knowledge constitutes a great deal of the reading comprehension procedure. Teachers should try to activate as much prior knowledge as they can before reading the text, permitting students to employ prior knowledge as they read. Furthermore, they need to teach students how to distinguish between useful prior knowledge to any general prior knowledge (Closs, 2006). Brooks, Hamann and Vetter (1997) state that brainstorming, predicting, pre-reading, questioning and talking about the topic are efficient strategies to effectively activate background knowledge. It is helpful to think aloud and read aloud, together with the teacher, activating schema and connecting to other schema. This allows the readers to use the information while they read (Closs, 2006).

Reading comprehension has been described as the process of deducing meaning from written texts. For this to happen, the words in the text and their meanings must be reachable to the reader. In addition, readers must as well teach themselves to use comprehension strategies, which also include accessing and utilizing background knowledge when reading a text. The reason for this is that, using prior knowledge is considered as one of the most crucial comprehension strategies that students or learners need to excel in to become proficient and excellent readers (Chen, 2008).

2.4.6 Models of Prior Knowledge

According to Biggs J, (2003), there are two models of prior knowledge, they are as follows:

a) Declarative knowledge

At the lowest level, prior knowledge may consist of declarative knowledge, which is the knowledge of facts and meanings that a student is able to remember or reproduce. This type of declarative knowledge is often referred to as “knowing about” or surface learning. Declarative knowledge can also be described as rote learning or “knowledge-telling” which may include many facts and details that do not form an integrated whole. The students who have declarative knowledge are able to answer fairly simple reproduction tasks that do not require an ability to integrate or apply knowledge.

b) Procedural knowledge

On the other hand, it is characterized by an ability to integrate knowledge and understand relations between concepts and, at the highest level, apply this knowledge to problem-solving. It is often referred to as “knowing how” and is closely related to higher-order cognitive skills (Dochy,1992)

A previous study found that prior knowledge that mainly consisted of declarative knowledge did not contribute to student achievement (Hailikari, Nevgi & Lindblom-Yla`nne, 2007). On the other hand, the

students who had a more integrated prior-knowledge base and were able to operate on higher levels of procedural prior knowledge at the beginning of the course were more likely to be successful. These results emphasize the importance of recognizing students' prior-knowledge base at the beginning of the learning process. Therefore, the focus should not only be on what students know but also on how well they know it (Biggs J, 2003).

2.4.7 Assessing Prior Knowledge

Thompson and Zamboanga (2003) argue that both students and teachers can benefit from prior-knowledge assessment in multiple ways. It gives instructors valuable information, and the possibility of refining and adjusting their teaching according to students' needs. Students benefit from the assessment because the test can provide a means of self-assessment by helping them become aware of their prior knowledge and orient them towards course content by mobilizing their preexisting knowledge (Martens & Dochy, 1997; Wratten & Hodge, 1999). Two main questions should be considered in prior knowledge assessment: how to assess prior knowledge, and what to assess.

These two issues have been raised by Dochy et al. (1999) Firstly; the way that prior knowledge is measured may alter the outcomes of studies. Different assessment measures activate different kinds of prior knowledge. Dochy et al. (1999) identified six types of assessment methods used in previous studies: multiple-choice tests, open questions/completion

tests, association tests, recognition tests, free recall and self-assessment. Dochy et al. (1999) criticized self-assessment and experimenter judgment as methods of assessing knowledge because they do not provide effective assessments of prior knowledge. Furthermore, free recall tests are so heavily influenced by the subjects' verbal abilities that they may be considered as "weak assessment methods". Alternatively, the other methods, such as multiple choice tests, open questions/completion tests, association tests, recognition and matching tests were fairly valid and accurate ways of assessing knowledge. Valencia et al. (1991) argued that multiple forms of assessment should be used in order to capture the phenomenon of prior knowledge more completely.

Secondly, less attention has been paid to what should be assessed in prior knowledge assessment. Shapiro (2004) draws attention to the quality and breadth of prior knowledge. She argues that incorrect or inaccurate prior knowledge may hinder learning or negatively interfere with it. By breadth of knowledge she refers to the distinction between topic and domain knowledge. By topic knowledge she means knowledge that is more specific to a given topic, such as organic chemistry. Domain knowledge is defined as "the broad, general knowledge of a formal field of study" (p. 163). She argues that it is important to discriminate between topic and domain knowledge because they interact differently with learning.

Dochy and Alexander (1995) divided conceptual knowledge into four different hierarchical subcategories: content knowledge, subject-matter knowledge, domain knowledge and discipline knowledge. Content knowledge refers to knowledge of one's physical, social, or cognitive world, which can be formally or informally acquired (see Alexander et al., 1991). Subject-matter knowledge is that dimension of content knowledge that is acquired through formal instruction. Domain-specific prior knowledge is a substructure of subject-matter knowledge that refers to a particular field of study, such as mathematics or chemistry (Glaser, 1984). Discipline knowledge is an even more specialized form of subject-matter knowledge, such as organic chemistry. Therefore, the relationship between content, subject-matter domain and discipline knowledge is hierarchical and is based on the degree of specialization (Alexander et al., 1991).

There is considerable evidence that domain-specific prior knowledge is the type of prior knowledge that mainly affects learning outcomes, even though it is generally agreed that both forms are essential in learning (Alexander & Judy, 1988). Similarly, Shapiro (2004) concluded that domain knowledge aids learners even when a topic itself is completely unfamiliar. Furthermore, and most importantly, it is necessary to make not only a distinction in broad terms of content but also in terms of the type of prior knowledge to which it refers. These different types play an important role in prior knowledge assessment.

2.5 The Nature of Graffiti Strategy

2.5.1 Definition of Graffiti Strategy

Graffiti is a strategy of free expression on posters located around the classroom. Each Graffiti chart begins with a teacher-selected statement and/or question based upon text reading. This is a collaborative learning strategy which provides students with the opportunity to write their own opinion and make personal connections to a topic/concept, reading, video and/or other medium. Students engage in a silent discussion with their peers by responding to other students' written responses.

Based on Ontario Ministry of Education (2003:66) Students learn from capturing and exploring “what’s on their minds.” As they interact with people and texts, they search for patterns that connect their current experiences to past events, texts, and feelings. Through these connections they are able to make sense of those experiences. They also attend to difference, to the “yet to be understood.” As students read or engage in an experience, their initial thinking and responses can easily be lost, fleeting in and out of their minds. They need a way to quickly capture these responses that does not require them to organize their thinking or express that thinking in formal ways. Through quickly capturing their initial thinking by jotting words and thoughts and sketching images, they can then revisit that thinking to share with others or to organize that thinking through a web or chart.

According to Franco (2010:536) Graffiti strategy allows students the opportunity to operate in a cooperative group setting and engage in a discourse

based on content specific questions that are crafted after each element of historical thinking. It can be used before or after an assigned reading. Here you can see how it might be used after reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups. The benefits of this strategy are:

1. Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text.
2. Students will expand their understanding of the reading by seeing and hearing the ideas and opinions of others.
3. To introduce, check for understanding and/or consolidate students' understanding of a topic/concept
4. To provide students the opportunity to make personal connections and state their opinions in writing related to certain topics/concepts
5. To provide students the opportunity to engage in discussions with other students resulting in them expanding their understanding of a topic/concept
6. To allow every student to participate equally and contribution their opinions and beliefs while compiling the collective wisdom of the group

7. To support the development of writing skills

2.5.2 Teaching Procedures of Graffiti Strategy

Based on Ontario Ministry of Education (2003:66). The book explains that there are some procedures of Graffiti Strategy as in the following:

- 1) Teacher asks students to read the assign text
- 2) Teacher asks students to form groups of five students each.
- 3) teacher assigns each student a number from 1 to 5 in each group
- 4) Teacher gives each group a piece of chart paper, with a topic already written at the top.
- 5) Teacher asks students to look back through the text.
- 6) Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes. Number 1 will be the recorder when the group is at the first chart; Number 2 will be the recorder when they rotate to the second chart; and so on.
- 7) Teacher tells the students, "When I give the signal, finish your last word, leave your chart page where it is, and move on to the next chart page. Be sure to take your marker and give it to the new recorder in your group. You will have two to three minutes to read the responses at the next chart page, and add comments, question marks, disagreements, or additional points."
- 8) Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it

carefully, and deciding what is most important to tell the whole class.

2.6 Related Studies

Reyes (2014) states that related studies refer to research studies conducted by other researchers which serve as a foundation and give relevance to the current study. There are several researches which have relevancy for this study, especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches.

There are several related studies about the variables used in this study.

1. Journal from Dewi Fitriyanur, Lisa Tavriyanti & Lely Refnita (2015) with entitled “Teaching Speaking by Using Graffiti Board to Junior High School Students”. The aim of this study was to discuss how to implement the teaching by using Graffiti board to teach speaking skill. This strategy must consider a good planning, preparation of the material, and teaching activity. They were three teaching activities: pre-teaching activity, whilst teaching activity, and post-teaching activity. The population of the study consisted of 77 students at SMP Adabiah Padang. The result of this research is teaching speaking through Graffiti board could help students express their ideas easily. They could prepare their logical thinking before giving ideas to other based on the latest information happened in society. Graffiti board enables them organized their ideas and expressed them freely. The ideas in their mind motivated them to talk freely and linked

ideas with other field of knowledge that created heated conversation in the class.

The similarities with this research are: 1) the use of similar strategy, 2) the use of similar participant which is high school students. While the differences are: 1) the previous research uses descriptive design, 2) the previous research uses analytical exposition text and this research uses analytical exposition text.

2. Journal from Francis G. Mwangi (2012) with entitled “Graffiti Writing and Its Likely Influence on English Language Learning in Selected Secondary Schools in the Larger Laikipia East District, Laikipia County”. This study aimed to describe the planning, implementation of instruction and knowing the obstacles encountered and finds alternative solutions to the problem of Graffiti in the instruction process. Qualitative research using multiple methods of data collection, such as observation and documentation used as domain analysis, interviews and questionnaires were used as a taxonomic analysis, the data were then analyzed by analysis componential to get the contrast between domain analysis and taxonomic analysis to achieve the validity of the data as data triangulation. From the data analysis it could be concluded that; (1) Preparation of the planning is done with the syllabus and lesson plans for the development of Graffiti materials tailored to the curriculum SBC, it is well adapted to the conditions of the school and student characteristics. (2) Students can do Graffiti learning according to the steps in the process of learning to

express ideas held by students who creativity in the work. (3) Students got experiencing barriers to learning such Graffiti is, not familiar with the use of spray paint, not accustomed to making work in the field of surface width, the cost for making Graffiti, and limitations of field wall as a medium to create such obstacles can be overcome Graffiti. However teachers had pre-calculated solution and learning can go according to plan.

The similarities with this research are: 1) the use of similar strategy, 2) the use of similar participant which is high school students. While the differences are: 1) Francis' paper is qualitative research, 2) Francis' paper uses three instruments: an observation checklist, documentation and a semi-structured interview, meanwhile, the current study will use test as the instrument.

3. Jurnal from Donna R. Recht & Lauren Leslie (1988) with entitled "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text". This research applied in two universities of United States. The aim of this study was to investigate how prior knowledge influences the amount of short-term nonverbal and verbal memory and long-term retention in students of high and low ability in reading comprehension. Sixty-four junior high students were divided into four equal-sized groups on the basis of pre assessed reading ability (high and low) and pre assessed amount of existing prior knowledge about baseball (high and low). Each subject silently read an account of a half inning of a baseball game. After reading, each subject recalled the account nonverbally by moving figures and

verbally by retelling the story. After an interpolated task, they summarized the game and sorted passage sentences for idea importance. There was a significant main effect for prior knowledge on all measures. No interactions between prior knowledge and ability were found. These results delineate the powerful effect of prior knowledge.

The similarities are: 1) the use of prior knowledge, 2) this research assess the Reading skill, while the differences are 1) Donna's research uses two variables and this research use three variables 2) the use of different subject.

4. Jurnal from Kathleen C. Stevens (1980) with entitled "The Effect of Background Knowledge on The Reading Comprehension of Ninth Graders". This research applied in Northeastern Illinois University of Chicago. The aim of this study was to examine the effect of background knowledge on the reading comprehension of ninth graders of varying ability levels. The researcher identified high and low knowledge topics for each of the subjects in the study. Each subject was given high knowledge and low knowledge topic paragraphs to read. Effects of background knowledge on the resultant reading comprehension were analyzed by ability level. Subjects for the study were 108 ninth grade students, comprising the entire ninth grade class of the only public high school in the district. As such, the subjects represented a wide range of reading ability. Knowledge was assessed by means of an 100 item multiple choice quiz. Twenty-five factual topics were chosen for which reading passages

were available. The results of the experiment were analyzed using a repeated measure, split-plot ANOVA. There were three levels of ability (fixed effect) and two levels of knowledge (fixed effect), with knowledge as the repeated measure. Results of the study indicate that knowledge was a significant factor ($p < .01$) for all ability groups. Ability group was also significant, but it is interesting to note that knowledge condition produced a greater F-statistic than did ability grouping. Thus, possessing high prior knowledge concerning the topic read greatly aided comprehension of that topic. There was no significant interaction between ability group and knowledge condition. That is, high knowledge aided members of each ability group equally. The results of the experiment provide support for the "intuitively sensible contention" that topic knowledge is an aid to comprehension of material concerning the topic. The results of the experiment also provide support for the notion of previously possessed schemata as a crucial component in the comprehension process.

The similarities are: 1) the use of background knowledge/prior knowledge, 2) the use of Reading Comprehension, while the differences are: 1) the difference of students' grade, 2) Donna's research uses two variables and this research use three variables 3) the use of different subject.

5. Jurnal from Tzu-Chien Liu Yi-Chun Lin & Fred Paas (2013) with entitled Effects of prior knowledge on learning from different compositions of representations in a mobile learning environment. This research applied in

National Central University, Graduate Institute of Learning and Instruction in Taiwan. The population of the study consisted of Seventy-eight fifth-grade students (43 boys and 35 girls) of a primary school in Taiwan participated in this study. These two experiments examined the effects of prior knowledge on learning from different compositions of multiple representations in a mobile learning environment on plant leaf morphology for primary school students. Experiment 1 compared the learning effects of a mobile learning environment presenting text and photos of plants on a tablet PC, either in combination with or without real plants in the physical environment. Results indicated that there were no interactions between prior knowledge and experimental condition. Students who learned with tablet PCs only outperformed students who additionally learned with real plants on a comprehension and an application test. In addition, high prior knowledge students outperformed low prior knowledge students on both tests. To investigate whether these effects were caused by the specific characteristics of the combination of photos of real plants and real plants, Experiment 2 compared the differential effects of prior knowledge on learning with the combination of texts, photos and real plants to a combination in which the photos were replaced by schematic hand drawings. Results indicated that both low and high prior knowledge students, who learned with the combination of texts, schematic hand drawings and real plants performed better on a comprehension and an application test. High prior knowledge students performed better on both

tests. It is concluded that the number and type of representations used is critical for the effectiveness of mobile learning environments.

The similarity is: 1) The use of prior knowledge, while the differences are: 1) The difference of data collection, 2) Hailikari's research uses pharmacy's students and this research science' students. 3) The difference of collecting the data,

6. Journal from Ismail Yuksel (2012) Turkey with entitled "Activating students' Prior Knowledge: The Core Strategies". This research applied in a University of Turkey. The main purpose of this study is to describe and analyze the importance of prior knowledge as one of the crucial components of effective learning. Also, some of effective strategies to activate prior knowledge are discussed in this study. While some strategies are performed via paper and pencil or What I still need or just oral discussing, some of them are performed by computer and Internet connection. In addition, some of them take much more time both in preparing and performing with respect to others. On the other hand, some of them provide with assessing students' prior knowledge one by one. The result of this study is selecting most appropriate strategy to activate prior knowledge depends on some conditions such as time, technological sufficiency of school, grade level of students, course type and student characteristics etc. Thus, when deciding on which strategy to use these conditions should be taken into account. As a suggestion, further studies

can handle in order to evaluate these strategies according to the mentioned conditions.

The similarities of this research are: 1) the use of prior knowledge, 2) the use of reading comprehension, while the differences are: 1) the use of different subject, his research uses university students and this research uses high school students, 2) the difference of data collection, 3) the difference of purpose of the research 4) it is qualitative research.

7. Abdullah Hasan, Rizky Gushendra and Ferry Yonantha (2017) conducted a study entitled 'The Influence of Prior Knowledge on Students' Listening and Reading Comprehension'. The research aimed to investigate the influence of prior knowledge on students' listening and reading comprehension at the tenth year of MAN 1 Pekanbaru. This study was a correlational research that involved 75 respondents as a sample from 150 students of the tenth year of Science classes as the total population. The research findings revealed that the mean score of students' prior knowledge was 73.41 and was categorized as "Good", their listening comprehension was 68.13 and was categorized as "Good", and their reading comprehension was 70.67 and it was also categorized as "Good". It can be seen that the value of Sig. (2-tailed) was $0.000 < 0.05$. Lastly, for the third hypothesis, the value of significance was $0.000 < 0.05$. It means H_a was accepted. Then, it was generated that there was a significant influence of prior knowledge on both students' listening comprehension and reading comprehension.

The similarities are: 1) the use of prior knowledge, 2) the use of Reading Comprehension, 3) the use of similar subject which is high school students, while the differences are 1) the difference of using strategy, 2) Hasan's research uses Listening and Reading Comprehension and this research only uses Reading Comprehension.

8. Nouredin Mohamed Abdelaal & Amal Saleh Sase (2014). 'Relationship between Prior Knowledge and Reading Comprehension'. This study investigated the relationship between prior knowledge and reading comprehension in the second language among postgraduate students in UPM. Participants in the study were 20 students who had the same level in English as a second language from several faculties. On the basis of a prior-knowledge questionnaire and test, students were selected; they were asked to sit a two-passage reading comprehension exam. According to the questionnaire and the short prior quiz, the students had high prior knowledge in one of the two passages, and low prior knowledge in the other. The result showed significantly high relationship between the high prior knowledge and reading comprehension. However, the results showed significantly low relationship between low prior knowledge and reading comprehension. Yet the performance of students in a reading comprehension with high prior knowledge was significantly better than reading comprehension with low prior knowledge.

The similarities are: 1) the use of prior knowledge, 2) the use of Reading Comprehension, while the differences are: 1) the difference of students' grade, 2) the difference of collecting the data.

9. Telle Hailikari, Nina Katajavuori, and Sari Lindblom-Ylanne (2008). 'The Relevance of Prior Knowledge in Learning and Instructional Design'. The objectives of this study were to determine how different types of prior knowledge (declarative and procedural) impact student achievement and how prior knowledge assessment could be used as an instructional design tool. A questionnaire was developed based on the prior-knowledge model, which distinguished between declarative and procedural knowledge. One hundred fifteen pharmacy students were tested prior to beginning 4 successive basic science courses and then prior to beginning a pharmaceutical chemistry course. Regression analysis was used to determine which type of knowledge was the best predictor of student achievement. The 4 course instructors were interviewed and their comments analyzed. The result showed that Prior knowledge from previous courses significantly influenced student achievement. Procedural knowledge was especially related to student achievement. Instructors and students had mainly positive reactions towards the prior-knowledge tests. In conclusion, Students' prior knowledge should be taken into consideration in instructional design and curriculum planning. Furthermore, the results of prior-knowledge assessments may be used as a tool for student support in addressing areas of deficiency.

The similarity is: 1) the use of prior knowledge, while the differences are: 1) the difference of data collection, 2) Hailikari's research uses pharmacy's students and this research science' students.

10. Eid Alhaisoni (2017).conducted a research entitled 'Prior Knowledge in EFL Reading Comprehension: Native and Nonnative EFL Teachers' Perceptions, Classroom Strategies and Difficulties Encountered'. This study investigated the perceptions of EFL native and nonnative teachers about the role of the prior knowledge in EFL reading comprehension, the instructional strategies used to activate students' prior knowledge, and the difficulties encountered when activating students' prior knowledge. Sixty-three EFL teachers in the preparatory year at Aljouf University participated in the study. The data were collected through a questionnaire and an observation checklist. The results showed a very strong agreement of the role of prior knowledge in text comprehension. Furthermore, teachers expressed strong agreement on the teacher's role in fostering text comprehension with the use of students' prior knowledge mainly by asking questions before, during and after reading, and providing students with suitable prior knowledge if they lacked it. The findings also showed that brainstorming strategies, audiovisual aids and questioning were very popular strategies used by the teachers. The results also revealed that teachers attributed the difficulties in activating their students' prior knowledge to the students' low level of reading, and limited linguistic

competence. In light of the findings, some implications for EFL teachers, in-service teacher training, and for curriculum development were offered.

The similarities of this research are: 1) the use of prior knowledge, 2) the use of reading comprehension, while the differences are: 1) the use of different subject, Alhaisoni's research uses university students and this research uses high school students, 2) the difference of data collection, 3) the difference of purpose of the research.

In line with those related studies, the most similarity was on the Graffiti Strategy and Prior knowledge. Then the differences were in the reading comprehension, research design, and the variables. This previous research used two variables while this research used three variables.

2.6 Operational Concept

To avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form, we need operational concept. It is necessary to clarify briefly the variable used in analyzing the data.

In this research, there were three variables; two of them were independent variables. The first independent variable in this research is Graffiti Strategy. The second independent variable is prior knowledge, and one dependent variable is reading comprehension.

2.6.1 Indicators of Graffiti Strategy (Variable X₁)

In this variable, the concept is the procedures of Graffiti strategy. The teacher will tend to apply the strategies. The application of these strategies will be based on the direction of the researcher about how and what the teacher must do in each strategy. Before conducting the treatments, the teacher did the exercises of applying each treatment by the researcher to make sure that the teacher has been mastering the phases of each treatment. The implementation of Graffiti Strategy (variable X1) is as follows:

- a) Teacher asks students to read the assign text
- b) Teacher asks students to form groups of five students each.
- c) Teacher assigns each student a number from 1 to 5 in each group
- d) Teacher gives each group a piece of chart paper, with a topic already written at the top.
- e) Teacher asks students to look back through the text.
- f) Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.. Number 1 will be the recorder when the group is at the first chart; Number 2 will be the recorder when they rotate to the second chart; and so on.
- g) Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- h) Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it

carefully, and deciding what is most important to tell the whole class.

2.6.2 Indicators of students' Prior Knowledge (Variable X₂)

The indicators of prior knowledge (Variable X₂) are divided into two main points: familiarity on grammar, and familiarity on vocabulary.

a. Prior Knowledge of grammar

1. The student's ability to identify the choice of verb forms
2. The student's ability to identify the choice of modals
3. The student's ability to identify the Form and choice of connectives or conjunction.
4. The student's ability to identify the choice of pronouns
5. The student's ability to identify the Form and choice of word order. .

b. Prior Knowledge of vocabulary

6. The students' ability to identify the words form/spelling.
7. The students' ability to identify the word's meaning (or meanings).
8. The students' ability to identify the synonym of words.
9. The students' ability to identify the antonym of words.
10. The students' ability to identify the word's common collocation.

2.6.3 Indicators of reading comprehension (Variable Y)

- a. The students' ability to identify the topic of the analytical exposition text.
- b. The students' ability to identify factual information of the analytical exposition text.
- c. The students' ability to identify communicative purpose of the analytical exposition text.
- d. The students' ability to recognize the generic structure of the analytical exposition text.
- e. The students' ability to identify the meaning of vocabulary in analytical exposition text.

2.7 Assumptions and Hypotheses

2.7.1 Assumptions

This can be assumed that the students' reading comprehension levels are various, and there are many factors influencing students reading comprehension. Then, it assumes that the greatest factor which makes students in second year students at SMA Plus Binabangsa Pekanbaru reach good reading comprehensions is high prior knowledge and method used by the teacher.

2.7.2 Assumptions

Based on assumption above, the hypothesis of this study can be forwarded as follows:

Hypothesis 1: Ho1: There is no a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Ha1: There is a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis 2: Ho2: There is no a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Ha2: There is a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis 3: Ho3: There is no a significant difference between students' reading comprehension who have higher prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Ha3: There is a significant difference between students' reading comprehension who have higher prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis 4: Ho4: There is no a significant difference between students' reading comprehension who have low prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Ha4: There is a significant difference between students' reading comprehension who have low prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis 5: Ho5: There is no an interaction effect of using teaching strategies and Prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Ha5: There is an interaction effect of using teaching strategies and Prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The type of this research is an experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Cresswell: 2008: 299). Experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship. This research used a quasi-experimental research that focused on non-equivalent control group design. Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly. This research used intact groups; the first class was as an experimental group taught by using graffiti strategy and a second group was as a control group taught by using QAR strategy. Furthermore, Gay and Peter states that quasi experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.

To investigate teaching strategies and prior knowledge. This research used 2x2 factorial design. According to Ary (2010), a factorial design is one in which the researcher manipulates two or more variables simultaneously in order to study the independent effect of each variable on the dependent variable,

as well as the effects caused by interactions among the several variables. The independent variables in factorial designs are referred to as factors. Factors might be categorical variables such as gender, ethnicity, social class, and type of school, or they might be continuous variables such as aptitude or achievement. According to Gay and Airasian (2010 ; 261), independent variable is known as factor, and each of the factors has two levels. In this research, the teaching strategies consisted of graffiti strategy teaching and conventional teaching. However, prior knowledge were divided into two levels; high and low prior knowledge.

In conducting this research, the researcher took two classes; one class was an experimental class taught by Graffiti Strategy and the other was as a control class taught without Graffiti Strategy. Both of classes got the same material, length of time, and the same teacher.

This research used pre-test and post-test toward experimental and control group. Gay (2000:393) explains that post test scores of the experimental and control group are than compared to determine the effectiveness of Graffiti strategy after giving treatment. The design of this research as follow:

Table III.1
The Research Design

Treatment	Experimental Group (Graffiti Strategy) (A1)	Control Group (QAR Strategy/Conventional strategy) (A2)
Students Prior Knowledge		
High students' prior knowledge (B1)	B1A1	B1A2
Low students' prior knowledge (B2)	B2A1	B2A2

B1A1: Students with high prior knowledge in experimental group by using Graffiti strategy

B1A2: Students with high prior knowledge in control group by using QAR strategy

B2A1: Students with low prior knowledge in experimental group by using Graffiti Strategy

B2A2: Students with low prior knowledge in control group by using QAR Strategy

In this research, the researcher divided the students' prior knowledge into two categories. There is high and low prior knowledge.

3.2 Location and the time of the Research

This research was conducted at SMA Plus Binabangsa Pekanbaru from Agustus to November 2019.

3.3. Subject and Object of the Research

The subject of the research was the second grade of SMA Plus Bina Bangsa Pekanbaru, and the object of this research was the use of Graffiti strategy, Prior Knowledge and students' reading comprehension.

3.4. Population and Sample of the Research

3.4.1. Population of the Research

The population of this study was the second year students of SMA Plus Binabangsa Pekanbaru. There were 3 classes. The total number of the eleventh grade students of SMA Plus Binabangsa Pekanbaru was 80 students.

Table III.2

Population of the Research

No.	Class	Population
1	IPA	33
2	IPS1	25
3	IPS2	22
TOTAL		80

3.4.2. Sample of the Research

Based on the total population above, the researcher used cluster sampling technique. According to Gay and Airasian, (2000, p.129), cluster sampling selects based on group not individually, all the members of selected group have similar characteristic. It means that the sample had done in group not individually. In this research, the researcher took two classes as the samples. IPS 1 as experimental class IPS 2 as a control class. Some 47

students were taken as the sample of the study; 25 students for experimental class and 22 students for control class. After that the students in each class were divided into two levels after conducting the prior knowledge test.

Table III.3
Sample of Research

No.	Sample	Total
1.	IPS 1 (Experimental Class)	25
2.	IPS 2 (Control Class)	22
	Total of the Sample	47

3.5 Instrumentation

Two research instruments were used in this study. The first instrument was observation that was administered to observe the teacher applying Graffiti strategy in teaching and learning process. The second instrument was a test. The test consisted of prior knowledge test, pre-test and post-test of reading comprehension. Post-test was administered after the treatment. The test was used to assess the students' reading comprehension and students' prior knowledge.

3.6 Research Procedure

The data of this study were administered by using a post-test to the students. If the students were able to achieve the goal, it means that assessment of students' ability needed to be correlated with purposes of achievement. The

following procedures were used to gather the data. The first, the students in each class were given a validity test in order to know the instrument measured what it is claimed to be measured and Pre-test in order to know the equivalence of the students.

After giving treatment (experimental class) and conventional strategy (control class) the students were given a post test of reading comprehension, it was given to know the students' reading comprehension after given treatment or learning activity. And the students were given a prior knowledge test, it was given to know the level of students' prior knowledge. The result of the students' prior knowledge of each group was categorized as high and low prior knowledge.

3.7 The Technique of Data Collection

In completing the data, the researcher used techniques of collecting data, namely observation and test for measuring the students' reading comprehension in analytical exposition text.

1. Observation

Observation was used to get data about the implementation of the Graffiti Strategy in teaching reading analytical exposition text; it was done to make sure that the strategy was given procedurally. The observational list could be seen in the table below:

Table III.4
The Observational Checklist of Using Graffiti Strategy

No.	Procedures of Using Graffiti Strategy	Alternative Answers	
		Yes	No
1.	Teacher asks students to read the assign text		
2.	Teacher asks students to form groups of five students each.		
3.	Teacher assigns each student a number from 1 to 5 in each group.		
4.	Teacher gives each group a piece of chart paper, with a topic already written at the top.		
5.	Teacher asks students to look back through the text.		
6.	Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes		
7.	Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points		
8.	Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully,		
Total			
Percentage			

Therefore, the English teacher observed the researcher for six meetings in experimental class. It could be described in the tables presenting frequency distribution of each observation. Furthermore, the researcher used the following formula to get the percentage of the observation (Sudjiono, 2007):

$$P = \frac{F}{N} \times 100\%$$

Where : P : Percentage

F : Frequency of the score N : Number of Case

2. Test

The collections of the data were collected by using reading test. According to Brown (2003) he stated that a test refers to a method of measuring a person's ability, knowledge, or performance to perform the language. In order to obtain the students' reading comprehension by using Graffiti Strategy, the researcher gave the test. The test were divided into two kinds, they were pre-test and post-test. The pre-test were used for measuring students' comprehension before using Graffiti strategy in teaching narrative text to the students in experimental and control classes while the post-test were used for measuring students' comprehension after using Graffiti Strategy in experimental class.

There were twenty five questions for reading comprehension test and fifty questions for prior knowledge test given to the students. The questions were based on the indicators of reading analytical exposition text

comprehension and prior knowledge. The indicators consisted of five indicators and each of which had five questions. It can be seen from the blue print of the test below:

Table III.5

The Blue Print of Prior Knowledge Test

No	Indicators	Number of items	Total
PRIOR KNOWLEDGE OF GRAMMAR			
1	Identify the choice of verb forms	1, 6, 11, 16, 21	5
2	Identify the choice of modals	2, 7, 12, 17, 22	5
3	Identify the Form and choice of connectives or conjunction	3, 8, 13, 18, 23	5
4	Identify the Form and choice of pronouns	4, 9, 14, 19, 24	5
5	Identify the choice of word order	5, 10, 15, 20, 25	5
PRIOR KNOWLEDGE OF VOCABULARY			
6	Identify the words form	26, 31, 36, 41, 46	5
7	Identify the word's meaning	27, 32, 37, 42, 47	5
8	Identify the synonym of words	28, 33, 38, 43, 48	
9	Identify the antonym of words	29, 34, 39, 44, 49	
10	Identify the word's common collocation	30, 35, 40, 45, 50	5
Total			50 Items

Table III.6

The Blue Print of the Reading Comprehension Test

No	Indicators	Number of items	Total
1	Identify the topic of the text	1, 6, 11, 16, 21	5
2	Identify factual information of the text	2, 7, 12, 17, 22	5
3	Identify communicative purpose of the text	3, 8, 13, 18, 23	5
4	Identify the generic structure of the text	4, 9, 14, 19, 24	5
5	Identify the meaning of vocabulary	5, 10, 15, 20, 25	5
Total			25 Items

Then, the classification of students' test score is shown below.

Table III. 7 The Classification of Students Test Scores

Score	Categories
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very Poor

(Harris, 1986)

Table III. 8 The Classification of Students' Prior Knowledge

Scores	Categories
$n > 83.31$	High
$58.23 \leq n \leq 83.31$	Intermediate
$n < 58.23$	Low

(Wilujeng et al, 2019)

3.8 Validity and Realibility of The Instrument

3.8.1 Validity

Validity is a crucial part of any test. Before carrying out a test, it is necessary to know the validity of instruments. According to Brown (2003) he stated that validity is measuring exactly what it is proposed to be measured. Pertaining to the statement above, Ary et al. (2010) mentioned that the validity is defined as the extent to which the instrument measured what it is claimed to be measured, thus, the test is said valid if it measures accurately what it is intended to be measured.

In term of content validity, Brown (2003) stated that it refers to the content of the test provide samples about the subject matter are being measured. It means that we have to design the tests based on the material

that they had learned, thus, the researcher concluded that this research belonged to the content validity in consideration of the tests reflected to what the students had learned the content of the curriculum.

3.8.2. The Result of the Validity Test

Tabel III.9. The Result of Validity Test for Prior Knowledge Variable

No. Item	r Counted	r Table	Remark	No. Item	r Counted	r Table	Remark
1	0.380	0.344	Valid	26	0.739	0.344	Valid
2	0.528	0.344	Valid	27	0.682	0.344	Valid
3	0.631	0.344	Valid	28	0.853	0.344	Valid
4	0.792	0.344	Valid	29	0.528	0.344	Valid
5	0.380	0.344	Valid	30	0.631	0.344	Valid
6	0.900	0.344	Valid	31	0.792	0.344	Valid
7	0.900	0.344	Valid	32	0.380	0.344	Valid
8	0.900	0.344	Valid	33	0.528	0.344	Valid
9	0.900	0.344	Valid	34	0.631	0.344	Valid
10	0.900	0.344	Valid	35	0.792	0.344	Valid
11	0.900	0.344	Valid	36	0.875	0.344	Valid
12	0.900	0.344	Valid	37	0.682	0.344	Valid
13	0.380	0.344	Valid	38	0.749	0.344	Valid
14	0.380	0.344	Valid	39	0.842	0.344	Valid
15	0.900	0.344	Valid	40	0.900	0.344	Valid
16	0.682	0.344	Valid	41	0.900	0.344	Valid
17	0.853	0.344	Valid	42	0.682	0.344	Valid
18	0.380	0.344	Valid	43	0.853	0.344	Valid
19	0.875	0.344	Valid	44	0.380	0.344	Valid
20	0.682	0.344	Valid	45	0.739	0.344	Valid
21	0.853	0.344	Valid	46	0.853	0.344	Valid
22	0.900	0.344	Valid	47	0.749	0.344	Valid
23	0.900	0.344	Valid	48	0.528	0.344	Valid
24	0.900	0.344	Valid	49	0.631	0.344	Valid
25	0.900	0.344	Valid	50	0.792	0.344	Valid

Table III.9 above displays that value of r_{counted} of each item of the prior knowledge variable is higher than r_{table} for $Df=31$, $\alpha 0,05 = 0.344$. As the result, all the items of the prior knowledge variable are valid.

Tabel III.10. The Result of Validity Test for Reading Variable

No. Item	r counted	r Table	Remark
1	0.834	0.344	Valid
2	0.770	0.344	Valid
3	0.828	0.344	Valid
4	0.212	0.344	Valid
5	0.875	0.344	Valid
6	0.770	0.344	Valid
7	0.828	0.344	Valid
8	0.834	0.344	Valid
9	0.834	0.344	Valid
10	0.834	0.344	Valid
11	0.834	0.344	Valid
12	0.816	0.344	Valid
13	0.770	0.344	Valid
14	0.828	0.344	Valid
15	0.555	0.344	Valid
16	0.671	0.344	Valid
17	0.834	0.344	Valid
18	0.212	0.344	Valid
19	0.555	0.344	Valid
20	0.671	0.344	Valid
21	0.834	0.344	Valid
22	0.875	0.344	Valid
23	0.770	0.344	Valid
24	0.769	0.344	Valid
25	0.879	0.344	Valid

Table III.10 above displays that value of r_{counted} of each item of the prior knowledge variable is higher than r_{table} for $Df=31$, $\alpha 0,05 = 0.344$. As the result, all the items of the reading variable are valid.

3.8.3 The Reliability of Instrument

According to Ashohamy (1985: 70), Reliability refers to whether the test is consistent in its score and gives us an indication of how the test score is accurate. It defines as the extent to which a test produces consistent result when it is administered under similar condition. In addition, Brown (2003: 3) suggests reliability has to do with accuracy of measurement. That is why reliability is important to be measured. The following table is the level of internal consistency of Cronbach Alpha.

Table III. 11. Level of Internal Consistency of Cronbach' Alpha

Cronbach' Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

To obtain the reliability of the test given of this research, SPSS 20 program is use to find out whether or not the test is reliable. The result of the reliability test is summarized in the following table:

Table III.12. The Result of the Reliability Test

Variable	Cronbach' Alpha	Standar Minimum Cronbach' Alpha	Remark
Prior Knowledge	0.980	0.6	Reliable
Reading	0.966	0.6	Reliable

Table III.12 displays that the value of cronbach's alpha for prior knowledge variable is 0.980. That value indicates the reliability of the prior knowledge test is categorized to *excellent*. Meanwhile, the value of cronbach's alpha for reading variable is 0.966. That value indicates the reliability of the reading test is categorized to *excellent*.

3.9 Data Analysis Technique

The data was analyzed statistically to identify whether the reading comprehension of experimental class is significant different from the control class. After the data were collected, the normality testing, the homogeneity testing, and hypothesis testing were analyzed.

1. Normality

Normality were used to determine if a data set was a well modeled by a normal distribution and to compute how likely it was for a random variable underlying the data set to be normally distributed. Normality could be assessed to some extent by obtaining skewness and kurtosis values

or using other techniques available in SPSS using the explore option of the descriptive statistic menu.

2. Homogeneity

Homogeneity arised in describing the data set or several data sets. The homogeneity test was used to determine whether population variance was homogeneous or not. It was important to determine if a set of data was homogenous before any statistical technique. Pallant (2010:206) states that if significance value of less than 0.05, it means that variance for the two groups were not equal. But if a significant value of bigger than 0.05, it means that variances of the two group were equal.

3. Independent sample t-test

The independent sample t test was used to analyze and answer hypothesis 1. Analyzing the data of students post-test of experimental and control group were analyzed by using SPSS statistical analysis, the result of pot-test were analyzed by using independent sample t-test.

Pallant (2010:239) stated that independent sample t-test is used for comparing the mean score of two different groups of people or conditions. Independent sample t-test is used to determine students' significant difference of post-test score between experimental and control group. It used to checking the information about the group, checking assumptions, and assessing between the groups.

4. Multifactor ANOVA

The multifactor anova was used to analyze and answer hypothesis 2, hypothesis 3, hypothesis 4 and hypothesis 5. Analyzing the data of students' post-test of experimental and control group were analyzed by using SPSS statistical analysis, the result of pot-test are analyzed by means of a multifactor analysis of variance.

According to Ary (2010) ANOVA is a statistical procedure used to analyze the data from a study with more than two groups. It is called one-way ANOVA, if two independent variables are investigated; we call the analysis a two-way analysis of variance. Multifactor analysis of variance is not limited to two independent variables. Any number of independent variables may be incorporated in this technique.

Multifactor analysis has been of great value in educational research because many questions educators need to investigate are inherently complex in nature. These techniques enable educators to analyze the combined effects of two or more independent variables in relation to a dependent variable.

CHAPTER IV

DATA PRESENTATION, DATA ANALYSIS AND DISCUSSION

4.1 Description of the Data

4.1.1 The Context of the study

The data of this research was taken from the score of post-test and prior knowledge test of both experimental and control classes from the students at SMA Plus Binabangsa pekanbaru. The total of the students was 425 students and the total of the teachers was 45 teachers, 2 of them was English teachers. SMA Plus Binabangsa Pekanbaru is at ketitiran street, where it has complete facilities. The school has three projectors for teaching and learning process. The english learning schedule at this school was twice a week, which is divided into compulsory English and English specialization. The curriculum of this school is curriculum 2013. The atmosphere of learning process in this school is not so noisy. Because they seem like shy and not understand about what they read. Sometimes, Some of the students busy to their self.

The main purpose of the research was to find out significant interaction effect between teaching strategy and prior knowledge on students' reading comprehension. Test scores from the students' reading comprehension and test scores from prior knowledge were analyzed by using quantitative data analysis for the findings. Both descriptive and inferential statistical analyses were included.

Frequency counts, percentages, mean scores and standard deviation of the ariables were presented in the descriptive statical analyses.

The data of this research were the scores of students' reading comprehension both in the experimental and control group. The reading test consisted of 25 multiple choice questions with five reading indicators. Besides, the data were also taken from students' prior knowledge both in the experimental and control group. The students' prior knowledge was measured using 50 multiple choice questions. After the data were collected, they were analyzed using independent sample t test and multi-factor anova. The independent sample t test was used to answer hypothesis 1, whereas the multifactor anova was used to answer hypothesis 2, hypothesis 3, hypothesis 4 and hypothesis 5.

4.2 The Data Presentation

4.2.1 The Classroom Observation

Observation was used in order to know whether the strategy used had been applied as well as the procedure or not and to collect the data about the implementation of using Graffiti Strategy. The researcher had a list of observational item observed in experimental class during the teaching and learning process. It can be seen in the data presented below:

Table IV.1**The Description of the Implementation of Graffiti Strategy**

No.	Procedures of Using Graffiti Strategy	Observation Times						Total			
		1	2	3	4	5	6	F Yes	%	F No	%
1.	Teacher asks students to read the assign text	√	√	√	√	√	√	6	100%	0	0%
2.	Teacher asks students to form groups of five students each.	√	√	√	√	√	√	6	100%	0	0%
3.	Teacher assigns each student a number from 1 to 5 in each group	√	√	√	√	√	√	6	100%	0	0%
4.	Teacher gives each group a piece of chart paper, with a topic already written at the top.	√	√	-	√	-	√	4	67%	2	33%
5.	Teacher asks students to look back through the text.	√	-	√	√	√	√	5	83%	1	17%
6.	Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes	√	√	√	√	√	√	6	100%	0	0%
7.	Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points	√	√	√	√	-	√	5	83%	1	17%
8.	Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully,	√	√	-	√	√	-	4	67%	2	33%
Total								42	87.5%	6	12.5%

The researcher used the following formula to get the percentage of the observation (Sudjiono, 2007, p.43):

$$P = \frac{F}{N} \times 100\%$$

Where : P : Percentage

F : Frequency of the score

N : Number of Case

F Yes = 42 F No = 6

P_{Yes?} And P_{No?} $P_{Yes} = \frac{42}{48} \times 100\% = 87.5\%$

$P_{No} = \frac{6}{48} \times 100\%$
 $= 12.5\%$

From the result above, it can be seen that the Graffiti strategy was successfully implemented for 87.5% while the percentage fail was 12.5%.

4.2.2 Data Presentation

After the students both in the experimental and control group completed their reading and prior knowledge tests, their scores were collected and tabulated as follows:

Table IV.2. Summary of Students' Reading Scores in the Experimental Group

No	Respondents	Experimental Group
1	Responden 1	84
2	Responden 2	80
3	Responden 3	48
4	Responden 4	56
5	Responden 5	68
6	Responden 6	60
7	Responden 7	64
8	Responden 8	76
9	Responden 9	56
10	Responden 10	72
11	Responden 11	68
12	Responden 12	72
13	Responden 13	80
14	Responden 14	60
15	Responden 15	56
16	Responden 16	72
17	Responden 17	60
18	Responden 18	76
19	Responden 19	60
20	Responden 20	68
21	Responden 21	76
22	Responden 22	56
23	Responden 23	80
24	Responden 24	76
25	Responden 25	80
Total		1704
Average		68,16
Max		84
Min		48

Table IV.2 above clearly shows that total reading score obtained by students in the experimental group is 1704 with average score of 68,16. Besides, it is known that the maximum and minimum score obtained by the students are 84 and

48 respectively. Furthermore, frequency distributions of the students' reading scores in the experimental group are summarized in the following table.

Table IV.3. Frequency Distributions of Students' Reading Scores in the Experimental Group

		Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Valid	48,00	1	4,0	4,0	4,0
	56,00	4	16,0	16,0	20,0
	60,00	4	16,0	16,0	36,0
	64,00	1	4,0	4,0	40,0
	68,00	3	12,0	12,0	52,0
	72,00	3	12,0	12,0	64,0
	76,00	4	16,0	16,0	80,0
	80,00	4	16,0	16,0	96,0
	84,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table IV.3 above presents that the most dominant reading scores obtained by the students are 56.00, 60.00, 76.00 and 80.00. Afterward, there are three students who obtained 68.00 and 72.00. Meanwhile, the last dominant reading scores obtained by the students are 48.00, 64.00 and 84.00. In addition, frequency distribution of the students' scores can be viewed as in the following chart.

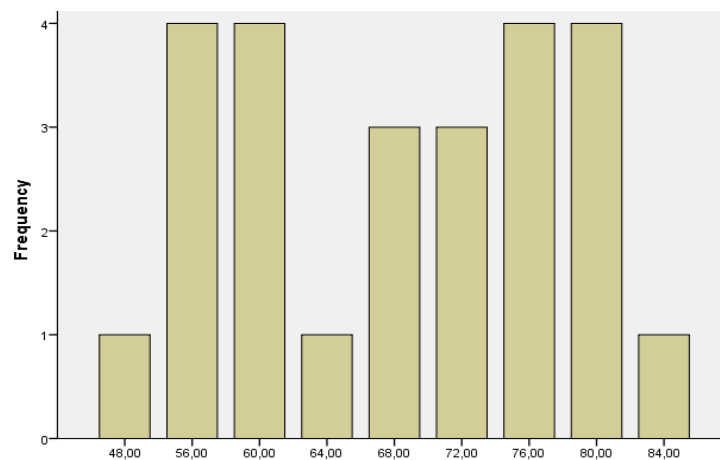


Chart IV.1. Frequency Distribution of Students' Scores in the Experimental Group

Table IV.4. Category of Students' Reading Comprehension in the Experimental Group

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	80-100	5	20,0
2	Good	66-79	10	40,0
3	Mediocre	56-65	9	36,0
4	Poor	40-55	1	4,0
5	Very poor	0-39	0	0,0
Total			25	100

The Table IV.4 displays that the most dominant reading score obtained by the students in the experimental group is categorized as good (40%). Afterward, 36% students obtained mediocre score. Then, 20% students obtain excellent score. In remain percentage, 4% students obtain poor score.

Table IV.5. Summary of Students' Reading Scores in the Control Group

No	Respondents	Control Group
1	Responden 1	52
2	Responden 2	68
3	Responden 3	48
4	Responden 4	40
5	Responden 5	52
6	Responden 6	72
7	Responden 7	60
8	Responden 8	56
9	Responden 9	48
10	Responden 10	60
11	Responden 11	68
12	Responden 12	64
13	Responden 13	44
14	Responden 14	40
15	Responden 15	52

No	Respondents	Control Group
16	Responden 16	52
17	Responden 17	48
18	Responden 18	44
19	Responden 19	56
20	Responden 20	56
21	Responden 21	48
22	Responden 22	56
Total		1184
Average		53,82
Max		72
Min		40

Table IV.5 above clearly shows that total reading score obtained by students in the control group is 1184 with average score of 53,82. Besides, it is known that the maximum and minimum score obtained by the students are 72 and 40 respectively. Furthermore, frequency distributions of the students' reading scores in the control group are summarized in the following table.

Table IV.6. Frequency Distributions of Students' Reading Scores in the Control Group

		Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Valid	40,00	2	9,1	9,1	9,1
	44,00	2	9,1	9,1	18,2
	48,00	4	18,2	18,2	36,4
	52,00	4	18,2	18,2	54,5
	56,00	4	18,2	18,2	72,7
	60,00	2	9,1	9,1	81,8
	64,00	1	4,5	4,5	86,4
	68,00	2	9,1	9,1	95,5
	72,00	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

Table IV.6 above presents that the most dominant reading scores obtained by the students are 48.00, 52.00 and 56.00. Afterward, 9.1% students obtained 40.00, 44.00, 60.00, and 68. In remain percentage is 4.5% students obtained 64.00 and 72.00. In addition, frequency distribution of the students' scores can be viewed as in the following chart.

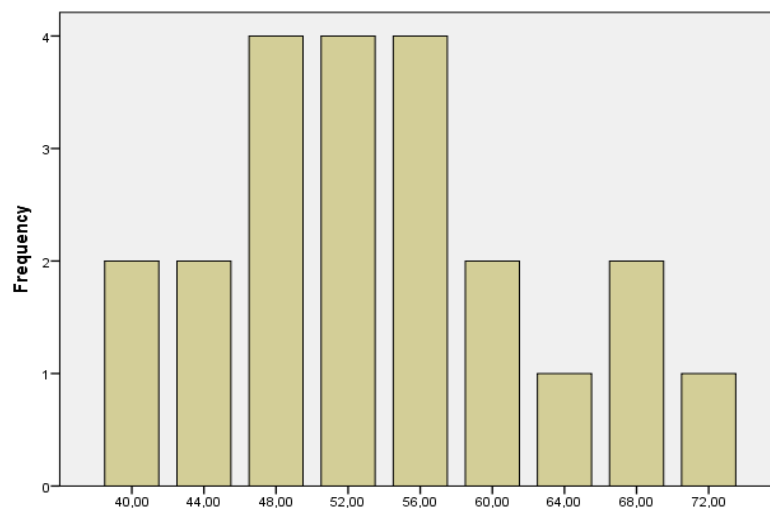


Chart IV.2. Frequency Distribution of Students ' Scores in the Control Group

Table IV.7. Category of Students' Reading Comprehension in the Control Group

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	80-100	0	0,0
2	Good	66-79	3	13,6
3	Mediocre	56-65	7	31,8
4	Poor	40-55	12	54,5
5	Very poor	0-39	0	0,0
Total			22	100

The Table IV.7 displays that the most dominant reading score obtained by the students in the experimental group is categorized as poor score (54,5%). Afterward, 31,8% students obtained mediocre score. In remain percentage is 13,6% students obtain good score.

Table IV.8. Summary of Students' Reading Scors with High Prior Knowledge in the Experimental Group

No	Respondents	Reading Score
1	Respondent 1	84
2	Respondent 2	80
3	Respondent 3	68
4	Respondent 4	76
5	Respondent 5	72
6	Respondent 6	80
7	Respondent 7	72
8	Respondent 8	68
9	Respondent 9	76
10	Respondent 10	80
11	Respondent 11	76
12	Respondent 12	80
Total		912
Average		76,00
Max		84,00
Min		68,00

Table IV.8 above clearly displays that total reading score obtained by the students who have high prior knowledge is 912 with average score of 76.00. Meanwhile, maximum and minimum reading score obtained is 84.00 and 68.00

successivley. In addition, frequency distribution of the students' scores is tabulated as follow.

Table IV.9. Frequency Distributions of Students' Reading Scors with High Prior Knowledge in the Experimental Group

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	68,00	2	16,7	16,7	16,7
	72,00	2	16,7	16,7	33,3
	76,00	3	25,0	25,0	58,3
	80,00	4	33,3	33,3	91,7
	84,00	1	8,3	8,3	100,0
	Total	12	100,0	100,0	

Based on Table IV.9 above, it is known that the highest frequency of the students' scores belong to 80,00 (33,3%). Afterward, being followed by those who get 76.00 (25,0%). Afterward being followed by those who get 68.00 and 72.00 (16,7%). In remain percentage, 8,3% students obtain 84,00. Furthermore, frequency distribution of the students' scores is visualized as in the following chart.

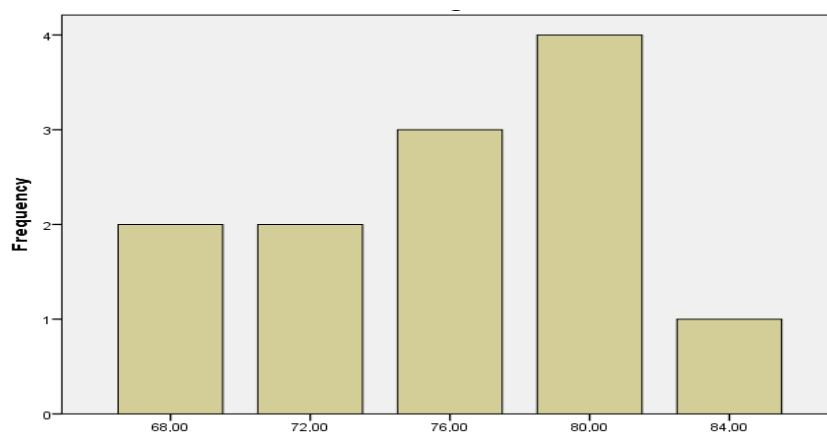


Chart IV.3. Frequency Distribution of Students Reading Scors with High Prior Knowledge in the Experimental Group

In addition, category of the students' reading score with high prior knowledge is summarized as in the following table.

Table IV.10. Category of Students' Reading Scores with High Prior Knowledge in the Experimental Group

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	80-100	5	41,7
2	Good	66-79	7	58,3
3	Mediocre	56-65	0	0,0
4	Poor	40-55	0	0,0
5	Very poor	0-39	0	0,0
Total			22	100

The Table IV.10 displays that the most dominant reading score obtained by the students in the experimental group is categorized as good score (58,3%). In remain percentage is 41,7% students obtained excellent score.

Table IV.11. Summary of Students' Reading Scores with High Prior Knowledge in the Control Group

No	Respondents	Reading Score
1	Respondent 1	52
2	Respondent 2	68
3	Respondent 3	52
4	Respondent 4	56
5	Respondent 5	60
6	Respondent 6	68
7	Respondent 7	44
8	Respondent 8	52
9	Respondent 9	56
10	Respondent 10	48
Total		556
Average		60,31
Max		68
Min		44

Table IV.11 above demonstrates that total reading score obtained by the students who have high prior knowledge in the control group is 556 with average score 60,31. Meanwhile, maximum and minimum reading score obtained are 68,00 and 44,00 in succession. Besides, frequency distribution of the students' scores is tabulated as follow.

Table IV.12. Frequency Distributions of Students' Reading Scores with High Prior Knowledge in the Control Group

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	44,00	1	10,0	10,0	10,0
	48,00	1	10,0	10,0	20,0
	52,00	3	30,0	30,0	50,0
	56,00	2	20,0	20,0	70,0
	60,00	1	10,0	10,0	80,0
	68,00	2	20,0	20,0	100,0
	Total	10	100,0	100,0	

Based on Table IV.12 above, it is known that the highest frequency of the students' scores belong to 52,00 (30%). Afterward, being followed by those who get 56.00 and 68.00 (20%). In remain, 10% students obtain 44,00, 48,00 and 60,00. Furthermore, frequency distribution of the students' scores is visualized as in the following chart.

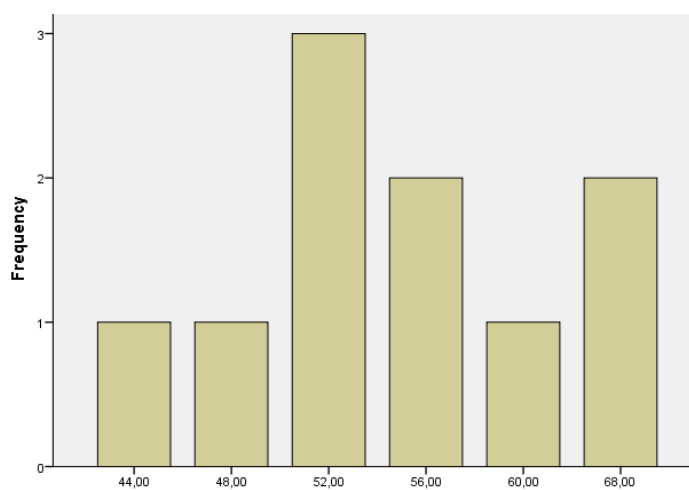


Chart IV.4 Frequency Distribution of Students Reading Scores with High Prior Knowledge in the Control Group

Table IV.13. Category of Students' Reading Scores with High Prior Knowledge in the Control Group

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	80-100	0	0,0
2	Good	66-79	2	20,0
3	Mediocre	56-65	3	30,0
4	Poor	40-55	5	50,0
5	Very poor	0-39	0	0,0
Total			10	100

The Table IV.13 displays that the most dominant reading score obtained by the students who have high prior knowledge in the control group is categorized as poor score (50,00%). Afterward, 30% students obtain mediocre score. In remain, 20% students obtain good score.

Table IV.14. Summary of Students' Reading Scors with Low Prior**Knowledge in the Experimental Group**

No	Respondents	Reading Score
1	Respondent 1	48
2	Respondent 2	56
3	Respondent 3	60
4	Respondent 4	64
5	Respondent 5	56
6	Respondent 6	68
7	Respondent 7	72
8	Respondent 8	60
9	Respondent 9	56
10	Respondent 10	60
11	Respondent 11	76
12	Respondent 12	60
13	Respondent 13	56
Total		792
Average		60,92
Max		76,00
Min		48,00

Table IV.14 above clearly displays that total reading score obtained by the students who have low prior knowledge in the experimental group is 792 with average score of 60,92. In succession, maximum and minimum reading score obtained is 76.00 and 48.00. In addition, frequency distribution of the students' scores is tabulated as follow.

Table IV.15. Frequency Distributions of Students' Reading Scores with Low Prior Knowledge in the Experimental Group

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	48,00	1	7,7	7,7	7,7
	56,00	4	30,8	30,8	38,5
	60,00	4	30,8	30,8	69,2
	64,00	1	7,7	7,7	76,9
	68,00	1	7,7	7,7	84,6
	72,00	1	7,7	7,7	92,3
	76,00	1	7,7	7,7	100,0
	Total	13	100,0	100,0	

Based on Table IV.15 above, it is known that the highest frequency of the students' scores belong to 56,00 and 60,00 (30,8%). Afterward, being followed by those who get 48.00, 64,00, 68,00, 72,00, and 76,00 (7,7%). Furthermore, frequency distribution of the students' scores is graphically described as in the following chart.

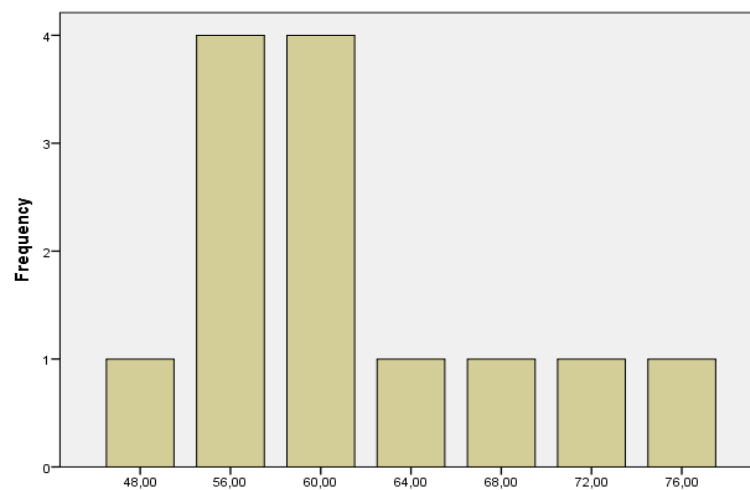


Chart IV.5. Frequency Distribution of Students Reading Scores with Low Prior Knowledge in the Experimental Group

Table IV.16. Category of Students' Reading Scores with Low Prior Knowledge in the Experimental Group

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	80-100	0	0,0
2	Good	66-79	3	23,1
3	Mediocre	56-65	9	69,2
4	Poor	40-55	1	7,7
5	Very poor	0-39	0	0,0
Total			13	100

The Table IV.16 displays that the most dominant reading score obtained by the students in the experimental group is categorized as mediocre score (69,2%). Afterward, 23,1% students obtain good score. In remain, 7,7% students obtained poor score.

Table IV.17. Summary of Students' Reading Scores with Low Prior Knowledge in the Control Group

No	Respondents	Reading Score
1	Respondent 1	48
2	Respondent 2	40
3	Respondent 3	72
4	Respondent 4	60
5	Respondent 5	48
6	Respondent 6	64
7	Respondent 7	40
8	Respondent 8	52
9	Respondent 9	48
10	Respondent 10	44
11	Respondent 11	56
12	Respondent 12	56
Total		628
Average		52,33
Max		72
Min		40

Table IV.17 above demonstrates that total reading score obtained by the students who have low prior knowledge in the control group is 628 with average score of 52,33. Meanwhile, maximum and minimum reading score obtained are 72,00 and 40,00 respectively. Besides, frequency distribution of the students' scores is tabulated as follow.

Table IV.18. Frequency Distributions of Students' Reading Score with Low Prior Knowledge in the Control Group

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	40,00	2	16,7	16,7	16,7
	44,00	1	8,3	8,3	25,0
	48,00	3	25,0	25,0	50,0
	52,00	1	8,3	8,3	58,3
	56,00	2	16,7	16,7	75,0
	60,00	1	8,3	8,3	83,3
	64,00	1	8,3	8,3	91,7
	72,00	1	8,3	8,3	100,0
	Total	12	100,0	100,0	

Based on Table IV.18 above, it is known that the highest frequency of the students' scores belong to 48,00 (25%). Afterward, being followed by those who get 40,00 and 56,00 (16,7%). In remain percentage is 8,3% students obtain 44,00, 52,00, 60,00, 64,00 and 72,00. Furthermore, frequency distribution of the students' scores is visualized as in the following chart.

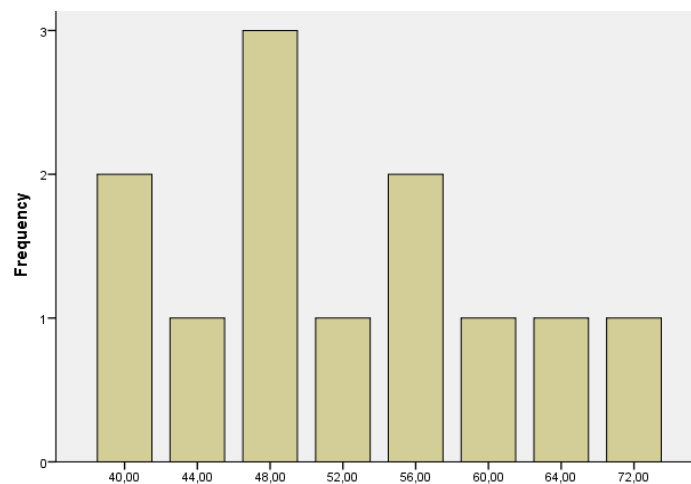


Chart IV.6. Frequency Distribution of Students Reading Score with Low Prior Knowledge in the Control Group

Table IV.19. Category of Students' Reading Score with Low Prior Knowledge in the Control Group

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	80-100	0	0,0
2	Good	66-79	1	8,3
3	Mediocre	56-65	4	33,3
4	Poor	40-55	7	58,3
5	Very poor	0-39	0	0,0
Total			13	100

The Table IV.19 displays that the most dominant reading score obtained by the students who have low prior knowledge in the control group is categorized as poor score (58,3%). Afterward, 33,3% students obtain mediocre score. In remain percentage is 8,3% students obtain good score.

4.3 Data Analysis

Data of this research were analyzed using independent sample t test and multi factor anova test. The independent sample t test was carried out to answer

the hypothesis 1. Meanwhile, the multi factor anova test was conducted to answer the hypothesis 2 to 5. However, before the data were analyzed using those two techniques, the normality and homogeneity test was conducted in advance. The Results of the analyses tests were elaborated as below.

4.3.1 Normality Test

In statistics, normality tests are used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. Data is normally distributed if the value of Asymp.sig. (2-tailed) $> 0,05$. On the other side, data is not normally distributed if the value of Asymp.sig. (2-tailed) $< 0,05$. The result of the normality test of this study is presented as follows;

Table IV.20. The Results of Normality Test For Experiemental Group Data Using One-Sample Kolmogorov-Smirnov Test

		Reading Pretest	Reading Posttest	Prior Knowledge
N		25	25	25
Normal Parameters ^{a,b}	Mean	50,8800	68,1600	51,4400
	Std. Deviation	8,98295	9,96527	9,42550
Most Extreme Differences	Absolute	0,174	0,154	0,124
	Positive	0,084	0,154	0,105
	Negative	-0,174	-0,144	-0,124
Kolmogorov-Smirnov Z		0,871	0,768	0,618
Asymp. Sig. (2-tailed)		0,434	0,597	0,839

Based on the table above, it obviously shows that Asymp.sig. (2-tailed) value of the pre-test, post-test, and prior knowledge score in experimental group are 0,434, 0,597 and 0,839 respectively which are higher than α 0,05. As the result, the students' pre-test, post-test, and prior knowledge data of the experimental group are normally distributed.

Table IV.21. The Results of Normality Test For Control Group Data Using One-Sample Kolmogorov-Smirnov Test

		Reading Pretest	Reading Posttest	Prior Knowledge
N		22	22	22
Normal Parameters ^{a,b}	Mean	50,5455	53,8182	49,9091
	Std. Deviation	8,94814	8,87820	9,08116
Most Extreme Differences	Absolute	,177	,130	,101
	Positive	,177	,130	,092
	Negative	-,096	-,081	-,101
Kolmogorov-Smirnov Z		,830	,611	,474
Asymp. Sig. (2-tailed)		,497	,850	,978

Based on the table above, it apparently shows that Asymp.sig. (2-tailed) value of the pre-test, post-test, and prior knowledge score in the control group are 0,497, 0,850 and 0,978 respectively, which are higher than α 0,05. Consequently, the students' pre-test, post-test, and prior knowledge data of the experimental group are normally distributed.

4.3.2 Homogeneity Test

Levene Statistic was used to check whether Homogeneity of Variances of this study was equal or not. If p-value under 0.05, it means that variances are not equal. Contrary, if p value above 0,05, it means that variances are equal. The homogeneity test of this study is presented as follows:

Table IV.22. The Results of Homogeneity of Variances Test

	Levene Statistic	df1	df2	Sig.
Reading Pretest	0,132	1	45	0,718
Reading Posttest	0,923	1	45	0,342
Prior Knowledge	0,300	1	45	0,586

Based on the levene statistic test, it is found that the *p value* of the pre-test, post-test, and prior knowlede are 0,718, 0,342, and 0,586 respectively. It means that variences of the students' pre-test, post-test and prior knowledge score are equal. In brief, all the data of this research have equal variences.

4.3.3 The Results of Hypothesis Test

Hypothesis Test 1

The procedure of inferential statistics begins with the statistical test on the following hypotheses:

Ha1 : There is a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru

Ho1 : There is no a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru

Table IV.23. The Result of the Hypothesis 1 Using Independent Sample T test

Subject	Research Groups	Mean	Standard Deviation	N	Df	T	Sig.(2-tailed)
Reading	Experimental Group 1	68,16	9,96	25	45	5,17	0.000
	Control Group 2	53,81	8,87	22			

Table IV.23 above shows that reading mean score obtained by the students in the experimental group is higher than ones in the control group ($68,16 > 53,81$). Besides, p value obtained through the independent sample t test is $0,000 < \alpha 0,05$. Therefore, H_{a1} is accepted, whereas, H_{o1} is rejected. It means that there is a significant difference between the students who are taught by using and without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis Test 2

The procedure of inferential statistics begins with the statistical test on the following hypotheses:

H_{a2} : There is a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru

H_{o2} : There is no a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension at the second grade of SMA Plus Binabangsa Pekanbaru

Table IV.24. The Result of Hypothesis 2 Using Multi Factor Anova Test

Prior_knowledge_level	Mean	Std. Deviation	N	P value
High	66,7273	12,18188	22	
Low	56,8000	9,52190	25	0,003
Total	61,4468	11,83732	47	

Based on the table above, it is obvious that the students who have high prior knowledge get higher reading mean score than those who have low prior knowledge ($66,72 > 56,80$). Besides, P value obtained is 0,003, which is lower than α 0,05. As the result, Ha2 is accepted, whereas, Ho2 is rejected. It means that There is a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis Test 3

The procedure of inferential statistics begins with the statistical test on the following hypotheses:

Ha3 : There is a significant difference between students' reading comprehension who have higher prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru

Ho3 : There is no a significant difference between students' reading comprehension who have higher prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru

Table IV.25. The Result of the Hypothesis 3 Using Multi Factor Anova Test

Group	Mean	Std. Deviation	N	P value
High Experiment	76,0000	5,11682	12	0,000
High Control	55,6000	7,87683	10	
Total	66,7273	12,18188	22	

Table IV.25 above indicates that reading mean score of students who have high prior knowledge in the experimental group obtain higher reading mean score comparing to those in the control group ($76,00 > 55,60$). In addition, P value indicates 0,000, which is less than α 0,05. Consequently, H_{a3} is accepted, whereas, H_{o3} is rejected. In the other words, there is a significant difference of students' reading comprehension between those who have higher prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis Test 4

The procedure of inferential statistics begins with the statistical test on the following hypotheses:

H_{a4} : There is a significant difference between students' reading comprehension who have low prior knowledge in the experimental group and the control group of the second grade of SMA Plus Binabangsa Pekanbaru

H_{o4} : There is no a significant difference between students' reading comprehension who have low prior knowledge in the experimental group and the control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Table IV.26. The Result of the Hypothesis 4 Using Multi Factor Anova Test

Group	Mean	Std. Deviation	N	P value
Low Experiment	60,9231	7,51068	13	0,021
Low Control	52,3333	9,71721	12	
Total	56,8000	9,52190	25	

Table IV.26 above indicates that reading mean score of students who have low prior knowledge in the experimental group obtain higher reading mean score comparing to those in the control group ($60,92 > 52,33$). In addition, P value indicates 0,021, which is less than $\alpha 0,05$. Consequently, H_{a4} is accepted, whereas, H_{o4} is rejected. On the other words, There is a significant difference between students' reading comprehension who have low prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru.

Hypothesis Test 5

The procedure of inferential statistics begins with the statistical test on the following hypotheses:

Ha5 : There is an interaction effect of using teaching strategies and Prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru

Ho5 : There is no an interaction effect of using teaching strategies and Prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru

Table IV.27. The Result of the Hypothesis 5 Using Multi Factor Anova Test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3883,627 ^a	3	1294,542	21,727	0,000
Intercept	174494,911	1	174494,911	2928,693	0,000
Strategy	2445,956	1	2445,956	41,053	0,000
Prior_knowledge_level	979,329	1	979,329	16,437	0,000
Strategy * Prior_knowledge_level	405,956	1	405,956	6,813	0,012
Error	2561,990	43	59,581		
Total	183904,000	47			
Corrected Total	6445,617	46			
a. R Squared = ,603 (Adjusted R Squared = ,575)					

Table 4.27 obviously describes that P value of the interaction between prior knowledge and strategy on students' reading comprehension is 0,000, which less than $\alpha 0,05$. Consequently, the alternative hypothesis (H_{a5}) is accepted, and the null hypothesis (H_{o5}) is rejected. In summary, there is any interaction effect between strategy and prior knowledge on students' reading comprehension.

4.4 Discussion

All of the data were collected through the following procedures; before administrating the test, the researcher examined whether the test was reliable and

valid or not. Control and experimental classes were given a pre-test in order to know the students' equivalence. The researcher gave treatment for six meetings by using Graffiti Strategy for the experimental class. Based on the observation, the treatment used had been applied as well as the procedure that could be seen from observation checklist that the Graffiti strategy was successfully implemented for 87.5% while the percentage of failure was 12.5%. During the implementation of Graffiti Strategy the teacher asked the students to read the given text in order to show the topic and try to link the new information with what they already knew. Then the students made a group that consisted of 5 students each in order to allow them to operate in a cooperative group setting. After that the teacher gave a piece of chart paper with a topic already written so they could prepare their logical thinking before giving ideas to others based on the latest information that happened in society.

In this strategy the students expressed their ideas easily and organized their ideas and expressed them freely. The ideas in their mind would motivate them to write freely and link ideas with other field of knowledge that would increase their reading comprehension in the class. After that, the researcher gave the prior knowledge test in order to divide the students into high or low prior knowledge and gave a post-test to both experimental and control classes. The test was consisted of 25 items, and each item was valued.

Based on the statistical analysis of hypothesis testing, there are five research findings that would be discussed in this sub-chapter. The first, whether any significant difference between the students who are taught by using and

without using Graffiti Strategy on reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru. The second, whether any significant difference between low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru. The third, whether any significant difference between students' reading comprehension who have higher prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru. The fourth, whether any significant difference between students' reading comprehension who have low prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru. The fifth, whether any interaction effect of using teaching strategies and prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

The result of the first hypothesis showed that reading mean score obtained by the students in the experimental group who were taught using Graffiti strategy was higher than those who were taught without using Graffiti strategy in the control group ($68,16 > 53,81$). Besides, p value obtained through the independent sample t test is $0,000 < \alpha 0,05$. Therefore, H_{a1} was accepted, whereas, H_{o1} was rejected. It means that there was a significant difference between the students who were taught by using and without using Graffiti Strategy on reading comprehension at the second grade of SMA Plus Binabangsa Pekanbaru. On the other words, Graffiti Strategy was an effective way to improve the students' reading comprehension at the second grade of SMA Plus Binabangsa Pekanbaru.

The research finding of the hypothesis 1 is in line with Franco (2010:536) stated that Graffiti strategy allows students the opportunity to operate in a cooperative group setting and engage in a discourse based on content specific questions that are crafted after each element of historical thinking. It can be used before or after an assigned reading. It means Graffiti strategy might be used after reading and was effective to improve the students' reading comprehension. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the reading text. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

The result of hypothesis test 2 indicated that the students who had high prior knowledge got higher reading mean score than those who had low prior knowledge ($66,72 > 56,80$). Besides, P value obtained is 0,003, which is lower than α 0,05. As the result, Ha2 is accepted, whereas, Ho2 is rejected. It means that There was a significant difference between low prior knowledge and high prior knowledge on students' reading comprehension at the second grade of SMA Plus Binabangsa Pekanbaru.

The research finding of the hypothesis 2 is matches with a research conducted by Donna R. Recht & Lauren Leslie (1988) with entitled "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text". They suggested that prior knowledge influences the amount of short-term nonverbal and verbal memory and long-term retention in reading comprehension. In addition, Kathleen

C. Stevens (1980) stated that Background Knowledge had significantly effect on the Reading Comprehension of Ninth Graders. Furthermore, Shapiro (2004) draws attention to the quality and breadth of prior knowledge. She argues that incorrect or inaccurate prior knowledge may hinder learning or negatively interfere with it. Consequently, those who had higher prior knowledge both about vocabulary and grammar could improve their reading comprehension.

Krashen (2004:37) concluded that reading is the only way we become good readers, acquire an adequate vocabulary and advanced grammatical competence. By reading, the students are able to access much information which might have otherwise been unavailable, especially English texts book. In addition to grammar, vocabulary knowledge can work on the students' reading comprehension. Vocabulary knowledge is fundamental to reading comprehension; one can't understand text without knowing what most of the words mean. A wealth of research has documented the strength of the relationship between vocabulary and comprehension. The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand text (Anderson & Freebody, 1981). Therefore, grammar and vocabulary cannot be denied that they have a great influence on the students' reading comprehension.

The result of the hypothesis 3 showed that reading mean score of students who had high prior knowledge in the experimental group who were taught using Graffiti strategy obtained higher reading mean score comparing to those in the control group who were taught without using Graffiti strategy ($76,00 > 55,60$). In

addition, P value indicated 0,000, which is less than α 0,05. Consequently, Ha3 is accepted, whereas, Ho3 is rejected. On the other words, there is a significant difference of students' reading comprehension between those who had higher prior knowledge in experimental group and control group at at the second grade SMA Plus Binabangsa Pekanbaru.

The result of the study indicates that, in addition to the right strategy used, students' prior knowledge about grammar and vocabulary also can influence the students' reading comprehension. It is proved by the research finding found in the hypothesis 3, that the students who had high prior knowledge in the experimental group, who were treated using Graffiti strategy had higher reading score comparing to those who also had high prior knowledge in the control group but were not taught using Graffiti strategy. Furthermore, this research finding is strengthened by the result of research finding in the hypothesis 3 and 4 as elaborated below.

The result of the hypothesis 4 indicates that reading mean score of the students who have low prior knowledge in the experimental group obtain higher reading mean score comparing to those in the control group ($60,92 > 52,33$). In addition, P value indicates 0,021, which is less than α 0,05. Consequently, Ha4 is accepted, whereas, Ho4 is rejected. On the other words, There is a significant difference between students' reading comprehension who have low prior knowledge in experimental group and control group at at the second grade SMA Plus Binabangsa Pekanbaru. Based on the results of the hypothesis 2, 3 and 4, it

can be concluded that Graffiti strategy and students' prior knowledge simultaneously influence the students' reading comprehension.

This Graffiti strategy provides an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text. Students will expand their understanding of the reading by seeing and hearing the ideas and opinions of others. Besides, through this strategy students have an opportunity to engage in discussions with other students resulting in them expanding their understanding of a topic/concept. Therefore, through this Graffiti strategy and supported by students' good prior knowledge on vocabulary and grammar definitely help them in comprehending reading text. There is a relationship between vocabulary development and reading comprehension. Word knowledge supports reading comprehension. Limited vocabulary knowledge or limitations of being able to effectively use vocabulary strategies result in poor reading comprehension because students are not able to understand what they have read. Vocabulary knowledge is one of the best predictors of reading comprehension (Quinn, Wagner, Petscher, & Lopez, 2015). In addition to vocabulary, grammar is an important aspect for forming words and sentences. Veit (1986) defines grammar as language knowledge. Grammar is what enables someone to understand the words and sentences. Knowledge of grammar has an important role in comprehending text because complexity of grammar can cause difficulty. The lack of grammar knowledge will result the grammatically incorrect sentences which can lead to misunderstanding of what the text is about.

According to Subasini and Kokilavani (2013), Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. Grammar is important to make a sentence meaningful and comprehensible to the reader. Grammar rules the word form and sequence of words in a sentence. In other word, words are arranged by following the grammar rule in order to give meaning. Knowing grammar can help students to comprehend what the text means correctly. Therefore, it can be assumed that the higher student's grammar mastery is, the higher reading comprehension student will be.

The result of the hypothesis 5 showed that there is any interaction between strategy and students' prior knowledge on students' reading comprehension. The finding shows that the P value for interaction indicated 0,000, which is lower than α 0,05. In other words, alternative hypothesis (H_{a5}) is accepted and null hypothesis (H_{05}) is rejected. Therefore, it can be concluded that Graffiti strategy can be implemented in teaching reading that is supported by students' prior knowledge about grammar and vocabulary, especially teaching analytical exposition text. It also means that students' prior knowledge is one of the variables which can influence the result of students' reading comprehension. This finding is in line with a finding of research which conducted by Abdullah Hasan, Rizky Gushendra and Ferry Yonantha (2017). They suggested that there was a significant influence of prior knowledge on both students' listening comprehension and reading comprehension.

Here, the students with high prior knowledge in experimental class get better result significantly in reading comprehension than the students with high prior knowledge in control class. It was influenced by some factors. First the experimental class who were taught by Graffiti strategy got more opportunities to understand and comprehend the text. They also had more chance to share their ideas through discussion with their friends. It was different with the control class. The students in the control class did not get the chance to understand the text and share their ideas with their friends, because they just read the text and the teacher asked some questions from the text in group. In the class, the learning was dominated by the teacher. The teacher gave the text for the students, after that the students answer the questions from the text was given.

Students with higher prior knowledge had much pay attention on the teacher and all the activities in the class than low prior knowledge. High prior knowledge made the students interested in sharing their ideas with their friends. From the discussion above it can be concluded that students with higher prior knowledge who are taught by Graffiti strategy have better reading comprehension than who are taught by QAR strategy.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions

Based the research findings, some conclusions are withdrawn as in the following:

1. Using Graffiti Strategy (experimental class) give effect to the students' reading comprehension, the students in the experimental class get better result in reading comprehension than students who are taught without using Graffiti strategy (control class). It can be seen from mean score of experimental and control class. The students mean score in experimental class who were taught by Graffiti strategy was higher than students in control class who were taught by using question and answer relationship strategy ($68,16 > 53,81$). Besides, p value obtained through the independent sample t test is $0,000 < \alpha 0,05$. So, it can be concluded that using Graffiti strategy give a significant difference to students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru
2. The students who have high prior knowledge get better result in reading comprehension than students who have low prior knowledge. it can be seen from mean score of to the students' reading comprehension in both class ($66,72 > 56,80$). Besides, P value obtained is 0,003, which is lower than $\alpha 0,05$. So, it can be concluded that there is a significant difference between

low prior knowledge and high prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru

3. Using Graffiti strategy on the students with high prior knowledge in experimental class is given better result significantly in reading comprehension than the students with high prior knowledge in control class. The finding shows that the students with higher prior knowledge who were taught by using Graffiti strategy have better reading comprehension than the students with high prior knowledge who were taught by question and answer relationship strategy. The mean score of students' reading comprehension with higher prior knowledge in experimental class was higher than students' reading comprehension with higher prior knowledge in control class (76,00 > 55,60). In addition, P value indicates 0,000, which is less than α 0,05. So, it can be concluded that there is a significant difference between students' reading comprehension who have higher prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru.
4. Using Graffiti strategy on the students with low prior knowledge in experimental class is given better result significantly in reading comprehension than the students with low prior knowledge in control class. The finding shows that the students with low prior knowledge who were taught by using Graffiti strategy have better reading comprehension than the students with low Prior knowledge who were taught by question and answer relationship strategy. The mean score of students' reading comprehension

with low prior knowledge in experimental class was higher than students' reading comprehension with low prior knowledge in control class ($60,92 > 52,33$). In addition, P value indicates 0,021, which is less than $\alpha 0,05$. So, it can be concluded that there is a significant difference between students' reading comprehension who have low prior knowledge in experimental group and control group of the second grade at SMA Plus Binabangsa Pekanbaru.

5. Using Graffiti Strategy and prior knowledge give effect to the students' reading comprehension. Obviously describes that P value of the interaction between prior knowledge and strategy on students' reading comprehension is 0,000, which less than $\alpha 0,05$. The students can more increase their reading comprehension by using Graffiti strategy when the students familiar with the material or they have prior knowledge about the text. Therefore, Graffiti strategy can be implemented in teaching reading that is supported by students' prior knowledge about grammar and vocabulary, especially teaching analytical exposition text. It also means that students' prior knowledge is one of the variables which can influence the result of students' reading comprehension. So, it can be concluded that there is an interaction effect of using teaching strategies and Prior knowledge on students' reading comprehension of the second grade at SMA Plus Binabangsa Pekanbaru.

Based on the result of the research, the use of Graffiti Strategy and Prior Knowledge have given a better effect to the students' reading comprehension of the second grade students. It means that the use of Graffiti

Strategy and Prior knowledge are better than without using Graffiti Strategy and Prior Knowledge.

5.2 Implication

Based on the conclusion above, it is implied that;

Teachin reading comprehension taught by using Graffiti strategy made more positive effect to improve students' reading comprehension than QAR strategy that usually used by the teacher. By doing this strategy the students have more interest in reading comprehension. In this strategy, students center is more effective than teacher center in the process of this strategy. The center of this strategy was the students, and teacher just as a facilitator.

The role of Graffiti strategy in teaching reading comprehension are to give the opportunity to the students to interact with their friends, and give the students the opportunity to activate their thinking.

The use of Graffiti Strategy and Prior knowledge are good for comprehend the reading text. The students who have high prior knowledge about the text more easily to comprehend the reading text than the students who have low prior knowledge. It also means that students' prior knowledge is one of the variables which can influence the result of students' reading comprehension Therefore, Graffiti strategy can be implemented in teaching reading that is supported by students' prior knowledge about grammar and vocabulary, especially teaching analytical exposition text.

5.3 Suggestions

Based on the findings and conclusions above, some suggestions need to be forwarded as follow:

1. The research findings indicate that Graffiti strategy was one effective way to help the students to understand reading at the second grade SMA Plus Binabangsa Pekanbaru. Therefore, it is suggested to other English teachers to apply this strategy as one of alternative strategies in teaching English especially in the reading field.
2. In teaching reading, English teacher need to find appropriate strategies by considering that the students become the center learning and the teacher also to consider the students' prior knowledge. So, The students familiar and more easy to comprehend the reading text.
3. Since the limitation of the population and sample used, it is hoped that next researcher can develop larger population and sample in order to gain more accurate and exact data. Besides, they are also suggested conducting the same research for other skill and other kinds of text.

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APPENDIX

1

(Research Instrument)

Research Instruments
Reading comprehension test
Try Out

Respondent : The Second Year of SMA Plus Binabangsa Pekanbaru
Date :
Time :

Directions :

- ✓ *Write down your name and class on the answer sheet*
- ✓ *The questions in each text are in the form of multiple choice*
- ✓ *Every text has five question*
- ✓ *Read the text carefully before answering the questions*
- ✓ *Give the cross (x) for the right answer*

Read the following text to answer questions number 1 to 5!

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Adopted from: UN SMA
2015)

1. What does the text tell about?
 - a. The problem of using formalin and other dangerous preservatives
 - b. The reasons of using formalin and other dangerous preservatives
 - c. The way of using formalin
 - d. The solution of using formalin and other dangerous preservatives
 - e. The importance of knowing formalin and preservatives

2. Based on the facts above, the writer suggests that
 - a. The use of formaldehyde is necessary to control the food
 - b. People should add 100% solution of formaldehyde in water
 - c. The food preservative is required to make the food delicious
 - d. People have to avoid consuming formalin in their food
 - e. Food seller is supposed to pour formalin into vegetables and food products

3. What is the generic structure of the text?
 - a. Arguments-recommendation-thesis
 - b. Thesis-argument-recommendation
 - c. Thesis-argument-reiteration
 - d. Thesis-supporting points-contrasting points-reiteration
 - e. Reiteration-arguments-thesis
4. What is the purpose of the text?
 - a. To entertain readers
 - b. To persuade reader
 - c. To describe about formalin
 - d. To explain about formalin
 - e. To present information about something generally
5. This condition makes the people's health really in a threat, (paragraph 2). The underlined word can be replaced by ...
 - a. Danger
 - b. Protection
 - c. Safety
 - d. Confidence
 - e. Security

Read the following text to answer questions number 6 to 10!

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

(Adopted from: UN SMA 2012).

6. What is the topic of the passage?
 - a. The causes of illness
 - b. The importance of cars
 - c. The advantages of cars
 - d. The reasons why cars should be banned.
 - e. The way to have a car
7. What is one of the diseases caused by pollution?
 - a. Hiv / aids
 - b. Bronchitis
 - c. Liver
 - d. Fever
 - e. Cholera

8. We usually call the last paragraph as.....
 - a. Resolution
 - b. Reiteration
 - c. Conclusion
 - d. Recommendation
 - e. Twist

9. What is the purpose of the text?
 - a. To persuade reader about the cars should be banned in the city
 - b. To explain the characteristics the cars should be banned in the city
 - c. To inform readers about cars should be banned in the city
 - d. To describe cars should be banned in the city
 - e. To entertain readers about cars should be banned in the city

10. In conclusion, cars should be banned from the city for the reasons listed. (paragraph 3). The word banned in the sentence above means ...
 - a. Disallowed
 - b. Allowed
 - c. Warranted
 - d. Ordered
 - e. Permitted

Read the following text to answer questions number 11 to 15!

Smoking in restaurants is just not disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers. Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

(Adopted from: UN SMA 2013)

11. What is the topic of the passage?
 - a. The danger of smoking for others
 - b. Smoking in restaurant should not be allowed
 - c. Cigarettes cause heart and lung disease
 - d. Dangerous for the smokers
 - e. Smoking in restaurants is disturbing

12. Smoking in the restaurants must be avoided because.....
- a. It is harmful to other.
 - b. It is impolite
 - c. It's dangerous to the smokers
 - d. It can cause heart and lung disease
 - e. All answers are correct
13. "Smoking in restaurants is just not disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers". The sentence above characterize as..... Of the text.
- a. Thesis
 - b. Argument
 - c. Reiteration
 - d. Topic sentence
 - e. Supporting detail
14. What is the purpose of the text?
- a. To inform the readers to the readers
 - b. To persuade to the readers
 - c. To describe to the readers
 - d. To tell a story to the readers
 - e. To argue about smoking to the readers
15. The synonym of the word dangerous in the text is.....
- a. Rude
 - b. Impolite
 - c. Healthy
 - d. Harmful
 - e. Safe

Read the following text to answer questions number 16 to 20!

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample. Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

Adopted from: UN SMA 2016

16. What is the text about?
 - a. Learning songs
 - b. Very enjoyable music
 - c. The phenomenon
 - d. Using songs in language learning
 - e. Music listeners
17. Based on the text, there are reasons for using songs in learning language
 - a. 6
 - b. 4
 - c. 5
 - d. 3
 - e. 2
18. The generic structures of the text are
 - a. Thesis – arguments – recommendation
 - b. General statement – sequential explanation
 - c. Newsworthy events – background events – sources
 - d. Thesis – arguments – reiteration
 - e. General statement – arguments

19. What is the communicative purpose of the text?
- To tell the reader about the songs
 - To entertain the reader with the songs
 - To persuade the reader to use songs in learning language
 - To show the reader the use of songs
 - To explain about the songs in learning language
20. “this phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory” (paragraph 2). The underlined word can be replaced by
- Support
 - Decrease
 - Diminish
 - Discourage
 - Hurt

Read the following text to answer questions number 21 to 25!

To improve comfort and cleanliness at our school, a number of dust bins should be increased.

When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust binds in our schools are not enough. Ore dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

Adopted from: UN SMA 2010

21. What is the text about?
- The students responsibility for school environment
 - A number of dust bins should be increased
 - The causes of litters
 - The importance of dust bins
 - The benefits of litters

22. According to the writer, more dust bins..... In every ten meters.
- a. Should be decorated
 - b. Should be painted
 - c. Should be placed
 - d. Are unnecessary
 - e. Are not required
23. The generic structures of the text are
- a. Thesis – arguments – recommendation
 - b. General statement – sequential explanation
 - c. Newsworthy events – background events – sources
 - d. Thesis – arguments – reiteration
 - e. General statement – arguments
24. What is the writer's intention? It is to Readers to do something good.
- a. Inform
 - b. Explain
 - c. Describe
 - d. Persuade
 - e. Entertain
25. "to improve comfort and cleanliness at our school," (paragraph 1). The word *comfort* can be replaced by
- a. Enjoyment
 - b. Distress
 - c. Annoyance
 - d. Displeasure
 - e. Worry

Research instruments
Reading comprehension test
Pre-test

Respondent : The Second Year of SMA Plus Binabangsa Pekanbaru
 Date :
 Time :

Directions :

- ✓ *Write down your name and class on the answer sheet*
- ✓ *The questions in each text are in the form of multiple choice*
- ✓ *Every text has five question*
- ✓ *Read the text carefully before answering the questions*
- ✓ *Give the cross (x) for the right answer*

Read the following text to answer questions number 1 to 5!

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worried endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save their money on buying clothes for school wear. Considering the findings, schools should instruct their students to wear the uniform as their identity. The government should also set out some kind of rule which makes uniform compulsory for schools.

(Adopted from: UN SMA 2017)

1. What is the text about?
 - a. The school rules
 - b. The school identity
 - c. What we should wear at school
 - d. The importance of school uniform
 - e. The leveling among students

2. In institutions without uniform students, one will be regarded poor because he/she
- Does not wear a school uniform
 - Cannot afford to buy a school uniform
 - Wears no expensive designer clothes
 - Possess a bad academic record
 - Has a bad attitude at school
3. The generic structures of the text are
- General statement – sequential explanation
 - Newsworthy events – background events – sources
 - Thesis – arguments – reiteration
 - General statement – arguments
 - Thesis – arguments – recommendation
4. What is the communicative purpose of the text?
- To tell the reader about the school
 - To entertain the reader
 - To persuade the reader
 - To show the reader about the school
 - To explain the reader about the school
5. “.... Substance abuse, behavioral problems or attendance.” (paragraph 2). The antonym of “attendance” word is
- Arrival
 - Come up
 - Appearance
 - Absence
 - Presence

Read the following text to answer questions number 6 to 10!

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock. **(Adopted from: UN SMA 2017)**

6. What is the topic of the passage?
 - a. The causes and the effective way to deal with pests.
 - b. The development of pests.
 - c. How pesticides affect the quality of farm products.
 - d. The effects of using pesticides on ecology and environment.
 - e. The effects of using pesticides on animals.
7. One of the disadvantages of using chemical pesticides is ...
 - a. Killing fish and bees.
 - b. Increasing crops productivity.
 - c. Creating balanced ecosystem.
 - d. Causing the pests to become inactive
 - e. Helping reduce pollutants in the environment.
8. What is the generic structure of the text?
 - a. Arguments-recommendation-thesis
 - b. Thesis-argument-recommendation
 - c. Thesis-argument-reiteration
 - d. Thesis-supporting points-contrasting points-reiteration
 - e. Reiteration-arguments-thesis
9. What is the purpose of the text?
 - a. To persuade readers
 - b. To explain the causes of pests
 - c. To inform readers
 - d. To describe about the pests
 - e. To entertain readers
10. Secondly, pests can gradually become resistant to pesticides. (paragraph 3). The word resistant in the sentence above means ...
 - a. Weak
 - b. Fragile
 - c. Patient
 - d. Strong
 - e. Flexible

Read the following text to answer questions number 11 to 15!

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in either books, magazines, newspapers, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which we can see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspapers or magazines on the entertainment columns such as comedy, short story and quiz to make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

Adopted from: UN SMA 2012

11. What is the topic of the passage?
 - a. The description of reading
 - b. The function of reading
 - c. The importance of reading
 - d. The disadvantages of reading
 - e. The purpose of reading
12. If we want to get knowledge, what should we do?
 - a. Buy a lot of books
 - b. Read a lot of books and other printed materials
 - c. Borrow a lot of books
 - d. Look for newspapers and magazines
 - e. Sell and buy many expensive books
13. Paragraph ... of the text is the thesis of the text.
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
14. What is the social function of the text?
 - a. To tell a story
 - b. To describe the reader
 - c. To entertain the reader
 - d. To give information
 - e. To persuade the reader
15. Another reason, reading can give us pleasure too (paragraph 2). The word *pleasure* can be replaced by
 - a. Sadness
 - b. Unhappiness
 - c. Pain
 - d. Irritation
 - e. Happiness

Read the following text to answer questions number 16 to 20!

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.
(Adopted from: UN SMA 2017)

16. The text tells us about?
 - a. The ways to minimize global warming
 - b. The ways to increase global warming
 - c. The effects of global warming
 - d. The importance of consuming local groceries
 - e. The importance of knowing global warming
17. To reduce the global warming we should
 - a. Buy local product
 - b. Buy expensive clothes
 - c. Consume frozen foods
 - d. Consume fresh foods
 - e. Not use electricity efficiently
18. What is the generic structure of the text?
 - a. Arguments-recommendation-thesis
 - b. Thesis-argument-recommendation
 - c. Thesis-argument-reiteration
 - d. Thesis-supporting points-contrasting points-reiteration
 - e. Reiteration-arguments-thesis
19. What is the purpose of the text?
 - a. To entertain readers
 - b. To persuade reader
 - c. To describe the particular thing
 - d. To persuade the readers
 - e. To present information about something generally
20. We are helping reduce the amount of global warming” (paragraph 2). The reduce word can be replaced by
 - a. Increase
 - b. Decrease
 - c. Improve
 - d. Add
 - e. Maximize

Read the following text to answer questions number 21 to 25!

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and cannot reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People cannot stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

(Adopted from: UN SMA 2012)

21. What is the topic of the first paragraph?
 - a. The advantages cellular phones during the emergencies
 - b. The solution to do when your car breaks down
 - c. The danger to leave a mobile phone in the car
 - d. The differences of a mobile phone and a pay phone
 - e. The necessary of mobile phones

22. Why are mobile phones very convenient for business people?
 - a. They can contact clients
 - b. They can do some important works
 - c. They can receive some important information
 - d. They can run business by staying in and out office
 - e. They can send some data and surf internet

23. What is the generic structure of the text?
 - a. Arguments-recommendation-thesis
 - b. Thesis-argument-recommendation
 - c. Thesis-argument-reiteration
 - d. Thesis-supporting points-contrasting points-reiteration
 - e. Reiteration-arguments-thesis

24. What is the purpose of the text?
 - a. To entertain readers
 - b. To persuade reader
 - c. To describe the particular thing
 - d. To persuade the readers
 - e. To present information about something generally

25. My reasons for this belief are that these phones are convenient for business people who travel a lot. (paragraph 1). The word *convenient* in the sentence above means ...
- a. Inconvenient
 - b. Suitable
 - c. Uncomfortable
 - d. Far
 - e. Difficult

Research Instruments
Reading comprehension test
Post-test

Respondent : The Second Year of SMA Plus Binabangsa Pekanbaru
 Date :
 Time :

Directions :

- ✓ *Write down your name and class on the answer sheet*
- ✓ *The questions in each text are in the form of multiple choice*
- ✓ *Every text has five question*
- ✓ *Read the text carefully before answering the questions*
- ✓ *Give the cross (x) for the right answer*

Read the following text to answer questions number 1 to 5!

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Adopted from: UN SMA 2015)

1. What does the text tell about?
 - a. The problem of using formalin and other dangerous preservatives
 - b. The reasons of using formalin and other dangerous preservatives
 - c. The way of using formalin
 - d. The solution of using formalin and other dangerous preservatives
 - e. The importance of knowing formalin and preservatives
2. Based on the facts above, the writer suggests that
 - a. The use of formaldehyde is necessary to control the food
 - b. People should add 100% solution of formaldehyde in water
 - c. The food preservative is required to make the food delicious
 - d. People have to avoid consuming formalin in their food
 - e. Food seller is supposed to pour formalin into vegetables and food products

3. What is the generic structure of the text?
 - a. Arguments-recommendation-thesis
 - b. Thesis-argument-recommendation
 - c. Thesis-argument-reiteration
 - d. Thesis-supporting points-contrasting points-reiteration
 - e. Reiteration-arguments-thesis
4. What is the purpose of the text?
 - a. To entertain readers
 - b. To persuade reader
 - c. To describe about formalin
 - d. To explain about formalin
 - e. To present information about something generally
5. This condition makes the people's health really in a threat, (paragraph 2). The underlined word can be replaced by ...
 - a. Danger
 - b. Protection
 - c. Safety
 - d. Confidence
 - e. Security

Read the following text to answer questions number 6 to 10!

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

(Adopted from: UN SMA 2012).

6. What is the topic of the passage?
 - a. The causes of illness
 - b. The importance of cars
 - c. The advantages of cars
 - d. The reasons why cars should be banned.
 - e. The way to have a car
7. What is one of the diseases caused by pollution?
 - a. Hiv / aids
 - b. Bronchitis
 - c. Liver

- d. Fever
 - e. Cholera
8. We usually call the last paragraph as.....
- a. Resolution
 - b. Reiteration
 - c. Conclusion
 - d. Recommendation
 - e. Twist
9. What is the purpose of the text?
- a. To persuade reader about the cars should be banned in the city
 - b. To explain the characteristics the cars should be banned in the city
 - c. To inform readers about cars should be banned in the city
 - d. To describe cars should be banned in the city
 - e. To entertain readers about cars should be banned in the city
10. In conclusion, cars should be banned from the city for the reasons listed. (paragraph 3). The word banned in the sentence above means ...
- a. Disallowed
 - b. Allowed
 - c. Warranted
 - d. Ordered
 - e. Permitted

Read the following text to answer questions number 11 to 15!

Smoking in restaurants is just not disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

11. What is the topic of the passage?
- a. The danger of smoking for others
 - b. Smoking in restaurant should not be allowed
 - c. Cigarettes cause heart and lung disease
 - d. Dangerous for the smokers
 - e. Smoking in restaurants is disturbing

12. Smoking in the restaurants must be avoided because.....
- a. It is harmful to other.
 - b. It is impolite
 - c. It's dangerous to the smokers
 - d. It can cause heart and lung disease
 - e. All answers are correct
13. "Smoking in restaurants is just not disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers". The sentence above characterize as..... Of the text.
- a. Thesis
 - b. Argument
 - c. Reiteration
 - d. Topic sentence
 - e. Supporting detail
14. What is the purpose of the text?
- a. To inform the readers to the readers
 - b. To persuade to the readers
 - c. To describe to the readers
 - d. To tell a story to the readers
 - e. To argue about smoking to the readers
15. The synonym of the word dangerous in the text is.....
- a. Rude
 - b. Impolite
 - c. Healthy
 - d. Harmful
 - e. Safe

Read the following text to answer questions number 16 to 20!

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample. Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

Adopted from: UN SMA 2016

16. What is the text about?
 - a. Learning songs
 - b. Very enjoyable music
 - c. The phenomenon
 - d. Using songs in language learning
 - e. Music listeners
17. Based on the text, there are reasons for using songs in learning language
 - a. 6
 - b. 4
 - c. 5
 - d. 3
 - e. 2
18. The generic structures of the text are
 - a. Thesis – arguments – recommendation
 - b. General statement – sequential explanation
 - c. Newsworthy events – background events – sources
 - d. Thesis – arguments – reiteration
 - e. General statement – arguments
19. What is the communicative purpose of the text?
 - a. To tell the reader about the songs
 - b. To entertain the reader with the songs
 - c. To persuade the reader to use songs in learning language

- d. To show the reader the use of songs
 - e. To explain about the songs in learning language
20. "this phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory" (paragraph 2). The underlined word can be replaced by
- a. Support
 - b. Decrease
 - c. Diminish
 - d. Discourage
 - e. Hurt

Read the following text to answer questions number 21 to 25!

To improve comfort and cleanliness at our school, a number of dust bins should be increased.

When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust binds in our schools are not enough. Ore dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

Adopted from: UN SMA 2010

21. What is the text about?
- a. The students responsibility for school environment
 - b. A number of dust bins should be increased
 - c. The causes of litters
 - d. The importance of dust bins
 - e. The benefits of litters
22. According to the writer, more dust bins..... In every ten meters.
- a. Should be decorated
 - b. Should be painted
 - c. Should be placed

- d. Are unnecessary
 - e. Are not required
23. The generic structures of the text are
- a. Thesis – arguments – recommendation
 - b. General statement – sequential explanation
 - c. Newsworthy events – background events – sources
 - d. Thesis – arguments – reiteration
 - e. General statement – arguments
24. What is the writer's intention? It is to Readers to do something good.
- a. Inform
 - b. Explain
 - c. Describe
 - d. Persuade
 - e. Entertain
25. "to improve comfort and cleanliness at our school," (paragraph 1). The word *comfort* can be replaced by
- a. Enjoyment
 - b. Distress
 - c. Annoyance
 - d. Displeasure
 - e. Worry

Research instruments

Prior Knowledge-Test

Respondent : The Eleventh Grade of SMA Plus Binabangsa Pekanbaru

Date :

Time :

Directions :

- ✓ *Write down your name and class on the answer sheet*
- ✓ *The questions in each text are in the form of multiple choice*
- ✓ *Every text has five questions*
- ✓ *Read the text carefully before answering the questions*
- ✓ *Give the cross (x) for the right answer*

- | | |
|---|---|
| <p>1. “You can pleasure with learning when you listen to a song and exploit the song as a means to your English progress”. Fill the blank based on the correct verb!</p> <p>a. Mixes
b. Mix
c. Mixing
d. Mixed</p> | <p>in the same way as any other literary sample”.</p> <p>a. But
b. When
c. Although
d. Therefore</p> |
| <p>2. There are many learning activities we do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture</p> <p>a. Should
b. Can
c. Must
d. May</p> | <p>4. In addition, songs are relaxing. provide variety and fun, and encourage harmony within oneself and within one group.</p> <p>a. They
b. She
c. You
d. It</p> |
| <p>3. “..... usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed</p> | <p>5. Most pop songs and probably many other types don’t have precise people, place or</p> <p>a. Timer reference
b. Time reference
c. Timing reference
d. Times reference</p> |

6. Firstly, cars, as we all contribute the most of pollution in the world.
 - a. Know
 - b. Knows
 - c. Knowing
 - d. Knew
7. In conclusion, cars ... be banned from the city for the reasons listed.
 - a. Can
 - b. Must
 - c. Should
 - d. Will
8. Cars are very noisy. you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.
 - a. But
 - b. And
 - c. So
 - d. If
9. Some of these illnesses are so bad that people can die from
 - a. It
 - b. Them
 - c. Us
 - d. Him
10. Pedestrians wander everywhere and cars in the city
 - a. Commonly pedestrians hit
 - b. Commonly hit pedestrians
 - c. Hit commonly pedestrians
 - d. Pedestrians commonly hit
11. People to taste good food and not to be put off by foul smelling smoke.
 - a. Pays
 - b. Pay
 - c. Paying
 - d. payed
12. Smoking in restaurants is just not disturbing. It must not be allowed ... it is rude, harmful to others and dangerous for the smokers.
 - a. Because
 - b. When
 - c. Although
 - d. That
13. Another reason smoking not be allowed in restaurant is the harm it can do to others.
 - a. Can
 - b. Should
 - c. May
 - d. Could
14. The smell of the smoke affects all people and can turn of their food.
 - a. us
 - b. them
 - c. you
 - d. me
15. Smoking in restaurants is impolite, harmful to others and ... to the smokers.
 - a. a healthy risk
 - b. a health risk
 - c. a risk health
 - d. a risk healthy
16. Anyway I ... that most of the students in our school have responsibilities for the school environment.
 - a. Notices
 - b. Noticed
 - c. Noticing
 - d. Notice

17. To improve comfort and cleanliness at our school, a number of dust bins be increased.
- Will
 - Should
 - Can
 - Could
18. Probably one dust bin should be in every ten meters. when students want to throw away their litters, they can find the dust bins easily.
- So
 - But
 - And
 - Or
19. They put litters on the proper places. But some are not diligent enough to find the dust bins
- They
 - Them
 - Theirs
 - Their
20. When we look at classrooms, and school yard, there are paper mineral water cups, straws, and napkins here and there
- Corridor schools
 - Schools corridor
 - School corridors
 - Corridors school
21. Can you that our digestive system absorbs the substance that should be for the human and animal corpses?
- Imagined
 - Imagines
 - imagining
 - imagine
22. We ... make a conclusion that the use of formalin and other preservatives is really a serious problem
- Should
 - Can
 - Will
 - Must
23. Firstly, formalin is not for human beings, ... it is for biological specimens and experiments
- And
 - But
 - If
 - Or
24. Fish or food traders still sell ... products which contain formalin and dangerous preservatives.
- Them
 - Their
 - They
 - Theirs
25. This condition makes really in a threat
- The health's people
 - The people of health
 - The people's health
 - The people health
26. How do you spell the word defined below?
(n.) A cause, explanation, or justification for an action or event
- Reason
 - Reson
 - Risen

- d. Resen
27. "Vegetarians also consume eggs and dairy products". What is the meaning of the underlined word?
- Use up completely
 - Eat or drink
 - Spend wastefully
 - Destroy
28. According to research, vegetarians have lower risk of heart disease. What is the synonym of the underlined word?
- Health
 - Advantage
 - Illness
 - Strength
29. They avoid meat products, such as beef, chicken stocks, and gelatin. What is the antonym of the underlined word?
- Escape
 - Skip
 - Allow
 - Cancel
30. A vegetarian diet will be in fat if it includes excessive amounts of fatty snacks.
- Deep
 - Tall
 - Long
 - High
31. How do you spell the word defined below?
(n.) The arts of human intellectual
- Cultere
 - Calture
 - Culture
 - Calter
32. "The way we communicate and access information". What the meaning of the underlined word?
- Read information
 - Spend wastefully
 - Exchange information
 - Use up completely
33. Another good advantage of online shopping is that things may be cheaper than in real stores. What is the synonym of the underlined word?
- Expensive
 - Costly
 - Priceless
 - Economical
34. "... online shopping is growing rapidly". What is the antonym of the underlined word?
- Quickly
 - Slowly
 - Speedily
 - Fast
35. Another problem is the quality of the things can be less than similar items in real stores
- Heavy
 - Great
 - Big
 - Tall
36. How do you spell the word defined below?
(v.) Accept something as true; feel sure of the truth.
- Belief
 - Believe
 - Beliefe
 - Beleve
37. "To begin with, mobile phones are necessary in the case of emergencies." What the meaning of the underlined word?
- A happy situations
 - Share or giving advice
 - An unexpected situation
 - a serious and often dangerous situations
38. "I strongly believe that mobile phones are necessary". What is

- the synonym of the underlined word?
- Inessential
 - Useless
 - Crucial
 - Unimportant
39. 'It would be dangerous to leave it in search of a public phone booth'. What is the antonym of the underlined word?
- Risky
 - Terrible
 - Harmless
 - Fatal
40. Some people have to go and do jobs or they will go of business.
- in
 - on
 - out
 - up
41. How do you spell the word defined below?
(adj.) not the same as another or each other..
- diferent
 - different
 - diverent
 - divverent
42. "understanding of ecology of an area helps a lot in pest control." What the meaning of the underlined word?
- Share or giving advice
 - An unexpected situation
 - An action to make something easier
 - a serious and often dangerous situations
43. "Integrated pest management is a safe and more effective option to fight pest in agriculture and livestock".
- What is the synonym of the underlined word?
- Unable
 - Incapable
 - Weak
 - Efficient
44. 'Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment'. What is the antonym of the underlined word?
- Carelessly
 - Correctly
 - Concernedly
 - Exactly
45. There is no best way to deal pests in agriculture
- With
 - By
 - To
 - For
46. How do you spell the word defined below?
(n.) being present at a place or event.
- Atandance
 - Attandance
 - Attendance
 - Ettendence
47. "Uniform helps to create a strong sense school ethos and a sense of belonging to a particular community." What the meaning of the underlined word?
- Make something
 - Consume something
 - Use something
 - Pay something
48. "In institutions without uniform students are often competitive and worried endlessly about their appearance and the clothes

they should wear”. What is the synonym of the underlined word?

- a. Relaxed
- b. Comforted
- c. Calm
- d. Afraid

49. ‘Pupils without expensive clothes may be singled out as social outcasts, or stigmatized as being from poor backgrounds.’. What is the antonym of the underlined word?

- a. Low
- b. Meager
- c. Rich
- d. Bankrupt

50. ... such it promotes discipline and helps to drive up academic standards

- a. As
- b. By
- c. With
- d. For

Key Answer of Pre-Test

- | | |
|-------|-------|
| 1. D | 14. E |
| 2. C | 15. E |
| 3. C | 16. A |
| 4. C | 17. A |
| 5. D | 18. C |
| 6. A | 19. B |
| 7. A | 20. B |
| 8. C | 21. E |
| 9. A | 22. D |
| 10. D | 23. C |
| 11. C | 24. B |
| 12. B | 25. B |
| 13. A | |

Key Answer of Post-Test

- | | |
|-------|-------|
| 1. A | 14. B |
| 2. D | 15. D |
| 3. C | 16. D |
| 4. B | 17. B |
| 5. A | 18. D |
| 6. D | 19. C |
| 7. B | 20. A |
| 8. B | 21. D |
| 9. A | 22. C |
| 10. A | 23. D |
| 11. B | 24. D |
| 12. E | 25. A |
| 13. A | |

Key Answer of Prior Knowledge Test

- | | |
|-------|-------|
| 1. B | 46. C |
| 2. B | 47. A |
| 3. C | 48. D |
| 4. A | 49. C |
| 5. B | 50. A |
| 6. A | |
| 7. C | |
| 8. D | |
| 9. B | |
| 10. B | |
| 11. B | |
| 12. A | |
| 13. B | |
| 14. B | |
| 15. B | |
| 16. D | |
| 17. B | |
| 18. D | |
| 19. C | |
| 20. A | |
| 21. D | |
| 22. B | |
| 23. B | |
| 24. B | |
| 25. C | |
| 26. A | |
| 27. B | |
| 28. C | |
| 29. C | |
| 30. D | |
| 31. C | |
| 32. C | |
| 33. D | |
| 34. B | |
| 35. C | |
| 36. B | |
| 37. D | |
| 38. C | |
| 39. C | |
| 40. C | |
| 41. B | |
| 42. C | |
| 43. D | |
| 44. A | |
| 45. A | |

APPENDIX 2

(Lesson Plan)

LESSON PLAN

Educational level	: SMA PLUS BINABANGSA
Topic / lesson	: English / Analytical Exposition
Grade	: XI
Meeting	: 1
Time Allocation	: 2 x 45 minutes (1x meeting)
Skill	: Reading

A. Core competence

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

B. Basic Competence

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.
3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making a analytical exposition text related to the student's daily life and with a good language future related to the context.

A. Indicator

1. Cognitive

The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

2. Affective
The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, carrying, polite and confident behaviors in doing functional communication consistently.
3. Psychomotor
The students are able to identify the topic, communicative purpose, generic structure and meaning of vocabulary.

B. Learning Objective

1. The students are able to identify the topic of the analytical exposition text.
2. The students are able to identify factual information of the analytical exposition text.
3. The students are able to identify communicative purpose of the analytical exposition text.
4. The students are able to recognize the generic structure of the analytical exposition text.
5. The students are able to identify the meaning of vocabulary in analytical exposition text.

C. Teaching and learning Material

Reading text about Analytical Exposition

1. Definition of Analytical Exposition Text
Is a text that elaborates the writer's idea about the phenomenon surrounding.
2. The social function of the analytical exposition text:
The purpose is to persuade the reader or the speaker by presenting arguments so they will Agree and follow the writer's wish.
3. The form generic structure of analytical exposition text;
It may consist of title thesis, arguments, and reiteration.
4. Language Features of Analytical Exposition text
 - a. Focus on generic human or non-human participants.
 - b. Use of simple present tense
 - c. Reasoning through causal conjunction or nominalization (in addition,
 - d. furthermore, firstly, thirdly, finally)
 - e. Relational processes, such as to be (is, am, are), and has / have

Example of Analytical Exposition Text:

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non-smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non-smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non-smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

D. Teaching and Learning Media

Text book and carton

E. Teaching and Learning Strategy:

Graffiti Strategy

F. Teaching and Learning activities

a. Pre activities

- The teacher greeting the students
- The teacher asks one of students to make praying

b. Main activities:

- Teacher asks students to read the given text
- Teacher asks students to form groups of five students each.
- Teacher assigns each student a number from 1 to 5 in each group
- Teacher gives each group a piece of chart paper, with a topic already written at the top.
- Teacher asks students to look back through the text.
- Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.

- Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class.

c. Post activities

- The students and teacher make conclude about the lesson
- The teacher asks the students to do exercise
- The teacher gives the homework
- The teacher closes the lesson with greeting the students

G. Teaching and Learning Sources

- Real English 2 For Senior High School Grade XI
- Internet

H. Scoring Rubric

The teacher takes students' score per evaluation or every evaluation that has been taken, every right answer times 100 points than it will be divided with the amount of exercise, for example, the first evaluation consists of 10 exercises, if student answers the 10 exercises correctly, the 10 exercises will be timed with 100, then after getting the result of times, it will be divided 10, because there are 10 exercises, that's the students' score for the first evaluatio, and it will be applied in the second exercise. The pattern of this scoring is shown below.

Scoring formula = $\text{Right Score} \times 100$

Pekanbaru, October 10th 2019

Known by,
English Teacher

Researcher

Ovi Arinta Erwin M.Pd

Rafiq Putri. H, S.Pd

LESSON PLAN

Educational level	: SMA PLUS BINABANGSA
Topic / lesson	: English / Analytical Exposition
Grade	: XI
Meeting	: 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Skill	: Reading

A. Core competence

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

B. Basic Competence

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.
3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making a analytical exposition text related to the student's daily life and with a good language future related to the context.

C. Indicator

1. Cognitive

The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

2. Affective
The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, carrying, polite and confident behaviors in doing functional communication consistently.
3. Psychomotor
The students are able to identify the topic, communicative purpose, generic structure and meaning of vocabulary.

D. Learning Objective

1. The students are able to identify the topic of the analytical exposition text.
2. The students are able to identify factual information of the analytical exposition text.
3. The students are able to identify communicative purpose of the analytical exposition text.
4. The students are able to recognize the generic structure of the analytical exposition text.
5. The students are able to identify the meaning of vocabulary in analytical exposition text.

C. Teaching and learning Material

Reading text about Analytical Exposition

1. Definition of Analytical Exposition Text
Is a text that elaborates the writer's idea about the phenomenon surrounding.
2. The social function of the analytical exposition text:
The purpose is to persuade the reader or the speaker by presenting arguments so they will Agree and follow the writer's wish.
3. The form generic structure of analytical exposition text;
It may consist of title thesis, arguments, and reiteration.
4. Language Features of Analytical Exposition text
 - f. Focus on generic human or non-human participants.
 - g. Use of simple present tense
 - h. Reasoning through causal conjunction or nominalization (in addition,
 - i. furthermore, firstly, thirdly, finally)
 - j. Relational processes, such as to be (is, am, are), and has / have.

Example of Analytical Exposition Text:

Is drinking coffee good for us?

Many people know that coffee contains caffeine which may cause several body problems like heart disease and sleeping disorder. The increase of cholesterol and blood pressure are also reported to be the result of consuming coffee. However,

coffee is not that bad. It does have its positive sides that will contribute to human's health.

Coffee is rich in antioxidants like chlorogenic acid and melanoidins. Antioxidants prevent oxidation, a process that cause damage to cells and contributes to aging. In addition to that, the caffeine in coffee is a well-known stimulant. Coffee promotes alertness, attention and wakefulness.

Regular coffee drinking reduces the risk of several diseases such as Parkinson's diseases, diabetes, Alzheimer diseases and asthma. Several studies found that drinking coffee an a regular basis is significantly less likely to develop these diseases. The caffeine in coffee, for instance, is related to theophylline, an old asthma medication. Caffeine can open airways and improve asthma symptoms.

Consuming too much coffee may be bad for our health. Regular coffee drinking, not more than two cups a day, will be good for our body..

D. Teaching and Learning Media

Text book and carton

E. Teaching and Learning Strategy:

Graffiti Strategy

F. Teaching and Learning activities

a. Pre activities

- The teacher greeting the students
- The teacher asks one of students to make praying

b. Main activities:

- Teacher asks students to read the given text
- Teacher asks students to form groups of five students each.
- Teacher assigns each student a number from 1 to 5 in each group
- Teacher gives each group a piece of chart paper, with a topic already written at the top.
- Teacher asks students to look back through the text.
- Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.
- Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class.

c. Post activities

- The students and teacher make conclude about the lesson
- The teacher asks the students to do exercise
- The teacher gives the homework
- The teacher closes the lesson with greeting the students

G. Teaching and Learning Sources

- Real English 2 For Senior High School Grade XI
- Internet

H. Scoring Rubric

The teacher takes students' score per evaluation or every evaluation that has been taken, every right answer times 100 points than it will be divided with the amount of exercise, for example, the first evaluation consists of 10 exercises, if student answers the 10 exercises correctly, the 10 exercises will be timed with 100, then after getting the result of times, it will be divided 10, because there are 10 exercises, that's the students' score for the first evaluatio, and it will be applied in the second exercise. The pattern of this scoring is shown below.

Scoring formula = $\text{Right Score} \times 100$

Pekanbaru, October 17th 2019

Known by,
English Teacher

Researcher

Ovi Arinta Erwin M.Pd

Rafiq Putri. H, S.Pd

LESSON PLAN

Educational level : SMA PLUS BINABANGSA
 Topic / lesson : English / Analytical Exposition
 Grade : XI
 Meeting : 3
 Time Allocation : 2 x 45 minutes (1x meeting)
 Skill : Reading

A. Core competence

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

B. Basic Competence

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.
3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making a analytical exposition text related to the student's daily life and with a good language future related to the context.

E. Indicator

1. Cognitive
The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

2. Affective
The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, carrying, polite and confident behaviors in doing functional communication consistently.
3. Psychomotor
The students are able to identify the topic, communicative purpose, generic structure and meaning of vocabulary.

F. Learning Objective

1. The students are able to identify the topic of the analytical exposition text.
2. The students are able to identify factual information of the analytical exposition text.
3. The students are able to identify communicative purpose of the analytical exposition text.
4. The students are able to recognize the generic structure of the analytical exposition text.
5. The students are able to identify the meaning of vocabulary in analytical exposition text.

C. Teaching and learning Material

Reading text about Analytical Exposition

1. Definition of Analytical Exposition Text
Is a text that elaborates the writer's idea about the phenomenon surrounding.
2. The social function of the analytical exposition text:
The purpose is to persuade the reader or the speaker by presenting arguments so they will Agree and follow the writer's wish.
3. The form generic structure of analytical exposition text;
It may consist of title thesis, arguments, and reiteration.
4. Language Features of Analytical Exposition text
 - a. Focus on generic human or non-human participants.
 - b. Use of simple present tense
 - c. Reasoning through causal conjunction or nominalization (in addition,
 - d. furthermore, firstly, thirdly, finally)
 - e. Relational processes, such as to be (is, am, are), and has / have.

Example of Analytical Exposition Text:

Learning English

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to

your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

D. Teaching and Learning Media

Text book and carton

E. Teaching and Learning Strategy:

Graffiti Strategy

F. Teaching and Learning activities

a. Pre activities

- The teacher greeting the students
- The teacher asks one of students to make praying

b. Main activities:

- Teacher asks students to read the given text
- Teacher asks students to form groups of five students each.
- Teacher assigns each student a number from 1 to 5 in each group
- Teacher gives each group a piece of chart paper, with a topic already written at the top.
- Teacher asks students to look back through the text.
- Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.
- Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class.

c. Post activities

- The students and teacher make conclude about the lesson
- The teacher asks the students to do exercise
- The teacher gives the homework
- The teacher closes the lesson with greeting the students

G. Teaching and Learning Sources

- Real English 2 For Senior High School Grade XI
- Internet

H. Scoring Rubric

The teacher takes students' score per evaluation or every evaluation that has been taken, every right answer times 100 points than it will be divided with the amount of exercise, for example, the first evaluation consists of 10 exercises, if student answers the 10 exercises correctly, the 10 exercises will be timed with 100, then after getting the result of times, it will be divided 10, because there are 10 exercises, that's the students' score for the first evaluatio, and it will be applied in the second exercise. The pattern of this scoring is shown below.

Scoring formula = Right Score X 10

Pekanbaru, October 24th 2019

Known by,
English Teacher

Researcher

Ovi Arinta Erwin M.Pd

Rafiq Putri. H, S.Pd

LESSON PLAN

Educational level : SMA PLUS BINABANGSA
 Topic / lesson : English / Analytical Exposition
 Grade : XI
 Meeting : 4
 Time Allocation : 2 x 45 minutes (1x meeting)
 Skill : Reading

A. Core competence

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

B. Basic Competence

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.
3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making a analytical exposition text related to the student's daily life and with a good language future related to the context.

G. Indicator

1. Cognitive
 The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

2. Affective
The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, carrying, polite and confident behaviors in doing functional communication consistently.
3. Psychomotor
The students are able to identify the topic, communicative purpose, generic structure and meaning of vocabulary.

H. Learning Objective

1. The students are able to identify the topic of the analytical exposition text.
2. The students are able to identify factual information of the analytical exposition text.
3. The students are able to identify communicative purpose of the analytical exposition text.
4. The students are able to recognize the generic structure of the analytical exposition text.
5. The students are able to identify the meaning of vocabulary in analytical exposition text.

C. Teaching and learning Material

Reading text about Analytical Exposition

1. Definition of Analytical Exposition Text
Is a text that elaborates the writer's idea about the phenomenon surrounding.
2. The social function of the analytical exposition text:
The purpose is to persuade the reader or the speaker by presenting arguments so they will Agree and follow the writer's wish.
3. The form generic structure of analytical exposition text;
It may consist of title thesis, arguments, and reiteration.
4. Language Features of Analytical Exposition text
 - f. Focus on generic human or non-human participants.
 - g. Use of simple present tense
 - h. Reasoning through causal conjunction or nominalization (in addition,
 - i. furthermore, firstly, thirdly, finally)
 - j. Relational processes, such as to be (is, am, are), and has / have.

Example of Analytical Exposition Text:

Smoking in Restaurant

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants

D. Teaching and Learning Media

Text book and carton

E. Teaching and Learning Strategy:

Graffiti Strategy

F. Teaching and Learning activities

a. Pre activities

- The teacher greeting the students
- The teacher asks one of students to make praying

b. Main activities:

- Teacher asks students to read the given text
- Teacher asks students to form groups of five students each.
- Teacher assigns each student a number from 1 to 5 in each group
- Teacher gives each group a piece of chart paper, with a topic already written at the top.
- Teacher asks students to look back through the text.
- Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.
- Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class.

c. Post activities

- The students and teacher make conclude about the lesson
- The teacher asks the students to do exercise
- The teacher gives the homework
- The teacher closes the lesson with greeting the students

G. Teaching and Learning Sources

- Real English 2 For Senior High School Grade XI
- Internet

H. Scoring Rubric

The teacher takes students' score per evaluation or every evaluation that has been taken, every right answer times 100 points than it will be divided with the amount of exercise, for example, the first evaluation consists of 10 exercises, if student answers the 10 exercises correctly, the 10 exercises will be timed with 100, then after getting the result of times, it will be divided 10, because there are 10 exercises, that's the students' score for the first evaluatio, and it will be applied in the second exercise. The pattern of this scoring is shown below.

Scoring formula = $\text{Right Score} \times 100$

Pekanbaru, October 31st 2019

Known by,
English Teacher

Researcher

Ovi Arinta Erwin M.Pd

Rafiqa Putri. H, S.Pd

LESSON PLAN

Educational level	: SMA PLUS BINABANGSA
Topic / lesson	: English / Analytical Exposition
Grade	: XI
Meeting	: 5
Time Allocation	: 2 x 45 minutes (1x meeting)
Skill	: Reading

A. Core competence

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

B. Basic Competence

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.
3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making a analytical exposition text related to the student's daily life and with a good language future related to the context.

C. Indicator

1. Cognitive

The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

2. Affective
The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, carrying, polite and confident behaviors in doing functional communication consistently.
3. Psychomotor
The students are able to identify the topic, communicative purpose, generic structure and meaning of vocabulary.

D. Learning Objective

1. The students are able to identify the topic of the analytical exposition text.
2. The students are able to identify factual information of the analytical exposition text.
3. The students are able to identify communicative purpose of the analytical exposition text.
4. The students are able to recognize the generic structure of the analytical exposition text.
5. The students are able to identify the meaning of vocabulary in analytical exposition text.

E. Teaching and learning Material

Reading text about Analytical Exposition

1. Definition of Analytical Exposition Text
Is a text that elaborates the writer's idea about the phenomenon surrounding.
2. The social function of the analytical exposition text:
The purpose is to persuade the reader or the speaker by presenting arguments so they will Agree and follow the writer's wish.
3. The form generic structure of analytical exposition text;
It may consist of title thesis, arguments, and reiteration.
4. Language Features of Analytical Exposition text
 - k. Focus on generic human or non-human participants.
 - l. Use of simple present tense
 - m. Reasoning through causal conjunction or nominalization (in addition, furthermore, firstly, thirdly, finally)
 - o. Relational processes, such as to be (is, am, are), and has / have.

Example of Analytical Exposition Text:

Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.

Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had bribed the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruptions become our culture. Do you like it?

The citizens have no goodwill to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

Conclusion Based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?.

F. Teaching and Learning Media

Text book and carton

G. Teaching and Learning Strategy:

Graffiti Strategy

H. Teaching and Learning activities

a. Pre activities

- The teacher greeting the students
- The teacher asks one of students to make praying

b. Main activities:

- Teacher asks students to read the given text
- Teacher asks students to form groups of five students each.
- Teacher assigns each student a number from 1 to 5 in each group
- Teacher gives each group a piece of chart paper, with a topic already written at the top.
- Teacher asks students to look back through the text.
- Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.
- Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class.

c. Post activities

- The students and teacher make conclude about the lesson
- The teacher asks the students to do exercise
- The teacher gives the homework
- The teacher closes the lesson with greeting the students

I. Teaching and Learning Sources

- Real English 2 For Senior High School Grade XI
- Internet

J. Scoring Rubric

The teacher takes students' score per evaluation or every evaluation that has been taken, every right answer times 100 points than it will be divided with the amount of exercise, for example, the first evaluation consists of 10 exercises, if student answers the 10 exercises correctly, the 10 exercises will be timed with 100, then after getting the result of times, it will be divided 10, because there are 10 exercises, that's the students' score for the first evaluatio, and it will be applied in the second exercise. The pattern of this scoring is shown below.

Scoring formula = Right Score X 100

Pekanbaru, November 07th
2019

Known by,
English Teacher

Researcher

Ovi Arinta Erwin M.Pd

Rafiq Putri. H, S.Pd

LESSON PLAN

Educational level	: SMA PLUS BINABANGSA
Topic / lesson	: English / Analytical Exposition
Grade	: XI
Meeting	: 6
Time Allocation	: 2 x 45 minutes (1x meeting)
Skill	: Reading

A. Core competence

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

B. Basic Competence

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.
3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making a analytical exposition text related to the student's daily life and with a good language future related to the context.

C. Indicator

1. Cognitive
The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

2. Affective
The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, carrying, polite and confident behaviors in doing functional communication consistently.
3. Psychomotor
The students are able to identify the topic, communicative purpose, generic structure and meaning of vocabulary.

D. Learning Objective

1. The students are able to identify the topic of the analytical exposition text.
2. The students are able to identify factual information of the analytical exposition text.
3. The students are able to identify communicative purpose of the analytical exposition text.
4. The students are able to recognize the generic structure of the analytical exposition text.
5. The students are able to identify the meaning of vocabulary in analytical exposition text.

E. Teaching and learning Material

Reading text about Analytical Exposition

1. Definition of Analytical Exposition Text
Is a text that elaborates the writer's idea about the phenomenon surrounding.
2. The social function of the analytical exposition text:
The purpose is to persuade the reader or the speaker by presenting arguments so they will Agree and follow the writer's wish.
3. The form generic structure of analytical exposition text;
It may consist of title thesis, arguments, and reiteration.
4. Language Features of Analytical Exposition text
 - p. Focus on generic human or non-human participants.
 - q. Use of simple present tense
 - r. Reasoning through causal conjunction or nominalization (in addition, furthermore, firstly, thirdly, finally)
 - t. Relational processes, such as to be (is, am, are), and has / have.

Example of Analytical Exposition Text:

The power of Love in our life

Do you agree that love is important for every human survival? Yes, I do. Love is an emotion that born from compassion. Love has elements, namely fondness and intimacy.

Love has an important role in our life. Here are some reasons why love is needed by everyone in everywhere. First, love is a form of care. When we are sad or even when we are happy, we need a care from another. Because, we do not want to feel all alone, we certainly want to share what we feel. Can you imagine how hard if we have to go through all alone?

In addition, love is a crucial need. Love can give us spirit for survive from our problems. We cannot life without love. If we do not have someone to be loved, automatically our life would feel empty. Love also encourages us to help others, keep us far from fear and insecurity. Furthermore, love is needed to live in society. Love can unite us and protect each other. Love makes us not to hurt other people. So, what would the world be like without love? It would be scary.

F. Teaching and Learning Media

Text book and carton

G. Teaching and Learning Strategy:

Graffiti Strategy

H. Teaching and Learning activities

a. Pre activities

- The teacher greeting the students
- The teacher asks one of students to make praying

b. Main activities:

- Teacher asks students to read the given text
- Teacher asks students to form groups of five students each.
- Teacher assigns each student a number from 1 to 5 in each group
- Teacher gives each group a piece of chart paper, with a topic already written at the top.
- Teacher asks students to look back through the text.
- Teacher asks students write their group's responses to the topic on the first piece of chart in three minutes.
- Teacher asks students to responses at the next chart page, and adds comments, question marks, disagreements, or additional points.
- Teacher asks students to return to the chart page where they first started them and prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class.

c. Post activities

- The students and teacher make conclude about the lesson
- The teacher asks the students to do exercise
- The teacher gives the homework
- The teacher closes the lesson with greeting the students

I. Teaching and Learning Sources

- Real English 2 For Senior High School Grade XI
- Internet

J. Scoring Rubric

The teacher takes students' score per evaluation or every evaluation that has been taken, every right answer times 100 points than it will be divided with the amount of exercise, for example, the first evaluation consists of 10 exercises, if student answers the 10 exercises correctly, the 10 exercises will be timed with 100, then after getting the result of times, it will be divided 10, because there are 10 exercises, that's the students' score for the first evaluatio, and it will be applied in the second exercise. The pattern of this scoring is shown below.

Scoring formula = $\text{Right Score} \times 100$

Pekanbaru, November 14th 2019

Known by,
English Teacher

Researcher

Ovi Arinta Erwin M.Pd

Rafiqa Putri. H, S.Pd

APPENDIX 3

(Silabus SMA Plus Binabangsa Pekanbaru)

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran dan merespon 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial Ungkapan yang digunakan untuk memberi saran dan tawaran Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p>	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	<p>onnya</p> <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can</i></p> <p><i>Do you need?</i></p>	<p>responnya.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi saran dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, 	<ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations) :</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul 		
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan	<p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p>				

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>sesuai konteks penggunaannya.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa bermain peran memberi saran dan tawaran serta responnya Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. Siswa membuat 'learning journal' 	<p>kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya <i>Fungsi Sosial</i> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan</i> menyatakan pendapat/pikiran <i>I think ...</i> <i>I suppose.</i>	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/penyampaian CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> Bermain 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan</p>	<p>..</p> <p><i>In my opinion</i></p> <p>...</p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar 	<p>peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations) :</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.		(<i>learning journal</i>).	<p>muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
1.1.Mensyukuri kesempatan dapat mempelajari	Teks lisan dan tulis untuk menyatakan harapan	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio / VCD • Koran

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada</p>	<p>dan doa serta responnya</p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa</p> <p>- <i>I hope</i> - <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>harapan dan doa</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-</i></p>	<p>ungkapan menyatakan harapan dan doa</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi 		<p>/ majalah berbahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>		<p><i>play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations) :</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. Kesungguhan siswa dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan, yang benar dan sesuai konteks			<p>proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunju</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <p>- <i>Will/ Could</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kkankan perilaku tanggung jawab, peduli, kerjasam a, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangk</p>	<p><i>you come with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend my birthday party?</i></p> <p><i>Closing</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekana</p>	<p>format dan tata letak penulisan.</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait 	<p>n</p> <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran</p>		<p>- www.dailyenglish.com</p> <p>- http://americanenglish.state.gov/files/americanenglish</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur</p>	<p>n kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</p> <ul style="list-style-type: none"> • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat klipung undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa 	<p>penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan yang benar dan sesuai konteks.		<p>membuat kartu undangan</p> <ul style="list-style-type: none"> Siswa memperoleh penguatan dari guru dan teman sejawat 	<ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Surat pribadi sederhana Fungsi Sosial Menjalinkan hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci 	Kriteria penilaian: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan akan	Struktur Date <i>Salutation: Dear</i> <i>Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang</i>	Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan 	Cara Penilaian: Pengamatan (observasi) <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi</p>	<p><i>dilakukan</i></p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, 	<p>yang digunakan dalam surat pribadi.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh 	<p>dalam menulis surat pribadi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	ketika mempresentasikan secara lisan <ul style="list-style-type: none"> • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi Komunikasi <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa	teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i>	Mengamati <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio /

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi</p>	<p>menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukakan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan 	<p>kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan 	<p>teks prosedur</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations)</p> <p>Tujuan untuk memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 		<p>VCD</p> <ul style="list-style-type: none"> • Koran / majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk</p>	<ul style="list-style-type: none"> kata keterangan ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>tips</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
k manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.			komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional	Tindakan/kegiatan/kegiatan tanpa perlu menyebutkan pelaku (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan	MENGAMATI <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kegiatan tanpa perlu menyebutkan pelaku selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	3 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>onal yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>tentang tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelaku</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata kerja be (is/ am/ are/ was/ 	<p>kalimat yang menyatakan dan menanyakan struktur Passive</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain</p>	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan 		<ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian</p>	<p>were) dan verb 3rd form.</p> <ul style="list-style-type: none"> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan</p>	<p>yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktif. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat 	<p>dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tanpa perlu menyebutkan pelaku dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	n pelaku	passive dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence	MENGAMATI <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>asi Internati onal yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan</p>	<p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <p>- <i>If teenage eat too much fast food, they can easily become overweight.</i></p> <p>- <i>If you exercise regularly, you</i></p>	<p>guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan 		<p>internet:</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/aresources/learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengand</p>	<p><i>will get the benefit physically and mentally</i></p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p>Topik: Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa di waktu yang akan datang</p>	<p>konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi 	<p>kan komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
aian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<p>mereka dalam teks pengandaian</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	berupa komentar atau cara penilaian lainnya.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan</p>	<p>dan gejala/peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang/benda yang ditulis, e.g. Slow loris 	<p>utama, dan informasi rinci dan informasi tertentu</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada 	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan 		<ul style="list-style-type: none"> • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resourcelles - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di</p>	<p>a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <p>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <p>- Simple Present</p> <p>- Kata kerja yang mengg</p>	<p>dalam beberapa teks report.</p> <ul style="list-style-type: none"> Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. Membuat learning journal dalam pembelajaran ini. 	<p>kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	ambar kan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	<ul style="list-style-type: none"> Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	Teks eksposisi analitis <i>Fungsi Sosial</i> Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Pengamatan (observations) : Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<i>Struktur teks</i> a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan	Mengeksplorasi <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>al</p> <p>3.10 Mengana lisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik</p>	<p>b. Menye butkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhir i dengan kesimpulan yang menyat akan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaa n:</i></p> <p>- Kalimat Simple</p>	<p>menemukan gagasan utama, informasi rinci dan informasi tertentu</p> <ul style="list-style-type: none"> Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja 	<p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang hangat dibicarakan umum	Present - Conditional Clauses - Modals	kelompok. Mengkomunikasikan <ul style="list-style-type: none"> Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	Portofolio <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat	Teks biografi pendek dan	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis</p>	<p>sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membangun, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/peristiwa secara kronologis, dan</p>	<p>biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab.</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan 	<p>fungsi sosial</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) :</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 		<ul style="list-style-type: none"> Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <p>- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian / peristiwa yang sedang banyak dibicarakan.</p> <p>- Simple, Continuous, Perfect tense</p> <p>- Penyebutan kata benda</p> <p>- Modal</p>	<p>informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text biografi dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks biografi sederhana Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks biografi dengan 	<p>komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	auxiliary verbs	<p>fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. 	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan 	<p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran /Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet: - www.dailymotion.com - http://americanenglish.state.gov/files/ae/re

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>jelas dan rapi.</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>model yang dipelajari</p> <ul style="list-style-type: none"> • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan 	<p>dalam pengucapan dan penyalinan lirik lagu</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<p>source files</p> <p>- http://learning.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>di dalam lagu-lagu tersebut</p> <ul style="list-style-type: none"> • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 			

APPENDIX 4

(Research Findings)

TRY OUT OF READING COMPREHENSION TEST

STUDENTS	ITEM																									TRUE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
St 1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	0	0	0	14
St 2	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 3	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	11
St 4	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	21
St 5	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
St 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	21
St 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
St 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	21
St 12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 13	0	1	1	0	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	1	1	0	11
St 14	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	19
St 15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	23
St 16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
St 17	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 18	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	0	0	0	14
St 19	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 20	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	11
St 21	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	21
St 22	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
St 24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St 25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	21
St 26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
St 27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St 28	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
St 29	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	21
St 30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	21
St 31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	21

t 32	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23	
t 33	0	1	1	0	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	1	0	1	1	0	11	
RUE	27	24	29	16	25	24	29	27	27	27	25	24	29	13	18	27	16	13	18	27	25	24	27	23	51,	
ARAGE	90	80	97	53	83	80	97	90	90	90	83	80	97	43	60	90	53	43	60	90	83	80	90	77		

TRY OUT OF PRIOR KNOWLEDGE

Students	ITEM																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
3	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1
4	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
5	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
13	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0
14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
15	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
18	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
19	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
20	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1
21	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
22	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
29	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
30	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
31	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
32	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1
33	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0
TRUE	16	13	18	27	16	27	27	27	27	27	27	27	16	16	27	24	29	16	25	24	29	27	27	27	27
AVERAGE	53	43	60	90	53	90	90	90	90	90	90	90	53	53	90	80	97	53	83	80	97	90	90	90	90

TRY OUT OF PRIOR KNOWLEDGE

Students	ITEM																									TRUE	SCORE
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
1	0	0	1	0	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	32	91,43
2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
3	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	0	0	0	28	80,00
4	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	39	111,43
5	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	142,86
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,00
8	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	42	120,00
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	142,86
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,00
11	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	42	120,00
12	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
13	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	18	51,43
14	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	41	117,14
15	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	46	131,43
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	142,86
17	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
18	0	0	1	0	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	32	91,43
19	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
20	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	0	0	0	28	80,00
21	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	39	111,43
22	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	142,86
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,00
25	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	42	120,00
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	142,86
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,00
28	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
29	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	39	111,43
30	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	42	120,00
31	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	42	120,00
32	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	43	122,86
33	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	18	51,43
TRUE	25	24	29	13	18	27	16	13	18	27	25	24	27	23	27	27	24	29	16	25	29	27	13	18	27	100.78	
AVERAGE	83	80	97	43	60	90	53	43	60	90	83	80	90	77	90	90	80	97	53	83	97	90	43	60	90		

PRE TEST OF CONTROL CLASS

No	Students' Name	Question No.																									Students' Score										
		1	6	11	16	21	11	2	7	12	17	22	12	3	8	13	18	23	13	4	9	14	19	24	14	5	10	15	20	25	15	Indikator 1	Indikator 2	Indikator 3	Indikator 4	Indikator 5	Reading
1	Student 1	1	1	0	0	1	3	1	0	0	0	1	2	1	0	1	0	0	2	0	1	0	0	0	1	1	1	0	0	1	3	60	40	40	20	60	44
2	Student 2	0	1	0	1	1	3	1	1	1	1	1	5	0	1	1	1	1	4	0	0	0	0	1	1	0	0	1	1	1	3	60	100	80	20	60	64
3	Student 3	0	1	1	0	0	2	1	1	0	0	0	2	1	0	0	0	0	1	0	1	1	0	1	3	0	1	0	1	1	3	40	40	20	60	60	44
4	Student 4	0	1	1	0	1	3	0	0	0	0	1	1	0	1	0	1	0	2	0	0	0	0	1	1	1	0	0	0	1	2	60	20	40	20	40	36
5	Student 5	0	1	1	0	1	3	0	1	1	0	1	3	1	0	0	0	0	1	0	1	0	0	1	2	1	0	0	1	0	2	60	60	20	40	40	44
6	Student 6	1	1	1	1	0	4	0	1	1	0	1	3	0	0	1	1	1	3	1	1	0	1	0	3	0	1	1	1	1	4	80	60	60	60	80	68
7	Student 7	1	1	0	0	1	3	1	1	0	1	0	3	1	1	1	1	0	4	1	0	0	1	0	2	0	1	1	0	0	2	60	60	80	40	40	56
8	Student 8	0	1	0	1	0	2	1	0	0	1	1	3	1	0	0	1	0	2	1	1	1	0	1	4	1	0	0	0	1	2	40	60	40	80	40	52
9	Student 9	0	1	1	0	0	2	0	1	0	0	1	2	1	1	1	0	0	3	1	0	1	1	1	4	0	0	0	1	0	1	40	40	60	80	20	48
10	Student 10	1	0	1	0	0	2	1	0	1	1	1	4	1	0	1	1	1	4	0	1	0	0	0	1	0	1	1	1	0	3	40	80	80	20	60	56
11	Student 11	1	1	0	1	0	3	1	1	1	0	0	3	1	1	1	1	0	4	1	1	1	1	1	5	0	1	0	0	1	2	60	60	80	100	40	68
12	Student 12	1	0	0	1	1	3	0	1	0	1	1	3	0	1	1	0	1	3	1	0	0	1	1	3	1	0	1	1	0	3	60	60	60	60	60	60
13	Student 13	1	1	0	0	0	2	0	0	0	1	1	2	1	0	1	0	1	3	1	0	0	0	1	2	1	0	0	0	1	2	40	40	60	40	40	44
14	Student 14	0	0	1	0	1	2	0	1	0	0	0	1	0	1	0	0	1	2	0	0	0	1	1	2	0	0	1	1	1	3	40	20	40	40	60	40
15	Student 15	0	1	0	0	0	1	0	0	1	1	1	3	1	1	0	0	0	2	1	1	1	0	1	4	1	1	0	0	0	2	20	60	40	80	40	48
16	Student 16	0	1	1	0	1	3	1	0	0	1	0	2	0	1	0	1	1	3	0	1	1	0	0	2	0	1	1	0	1	3	60	40	60	40	60	52
17	Student 17	1	0	1	0	1	3	0	0	0	1	1	2	0	0	0	0	1	1	1	0	0	0	1	2	0	1	1	0	1	3	60	40	20	40	60	44
18	Student 18	0	0	1	1	1	3	0	1	1	0	1	3	0	0	0	0	1	1	1	0	0	1	0	2	0	0	0	1	0	1	60	60	20	40	20	40
19	Student 19	0	1	1	0	1	3	1	0	0	1	0	2	1	0	1	0	1	3	0	1	1	1	0	3	1	1	0	0	0	2	60	40	60	60	40	52
20	Student 20	1	1	0	1	1	4	0	0	1	1	0	2	0	0	0	1	1	2	0	0	1	1	0	2	1	0	1	1	1	4	80	40	40	40	80	56
21	Student 21	1	0	0	1	0	2	1	0	0	0	0	1	0	1	1	1	1	4	0	0	0	0	1	1	0	1	1	1	0	3	40	20	80	20	60	44
22	Student 22	0	1	0	0	1	2	1	0	1	1	1	4	0	1	0	1	0	2	0	1	1	1	0	3	0	0	1	0	1	2	40	80	40	60	40	52
Total																											1160	1120	1120	1060	1100	1112					
Average																											52,72727	50,90909	50,90909	48,18182	50	50,545					

PRE TEST OF EXPERIMENTAL CLASS

No	Students' Name	Question No.																									Students' Score											
		1	6	11	16	21	11	2	7	12	17	22	12	3	8	13	18	23	13	4	9	14	19	24	14	5	10	15	20	25	15	Indikator 1	Indikator 2	Indikator 3	Indikator 4	Indikator 5	Reading	
1	Students 1	0	1	1	1	0	3	1	0	1	1	0	3	0	1	1	0	1	3	1	0	0	1	1	3	0	0	1	1	1	1	3	60	60	60	60	60	60
2	Students 2	1	1	0	1	1	4	1	0	0	0	1	2	1	0	1	0	1	3	1	0	0	0	1	2	1	1	1	1	1	0	4	80	40	60	40	80	60
3	Students 3	1	1	1	0	1	4	0	0	1	1	1	3	0	1	0	0	1	2	0	0	0	1	1	2	0	1	0	0	0	1	80	60	40	40	20	48	
4	Students 4	1	0	1	0	0	2	1	1	0	0	0	2	1	1	0	0	0	2	1	1	1	0	1	4	1	0	0	0	0	1	40	40	40	80	20	44	
5	Students 5	0	1	0	0	1	2	0	1	1	0	1	3	0	1	0	1	1	3	0	1	1	0	0	2	0	1	0	1	1	3	40	60	60	40	60	52	
6	Students 6	1	1	0	0	0	2	0	1	1	0	1	3	0	0	0	0	1	1	1	0	0	0	1	2	0	1	1	0	1	3	40	60	20	40	60	44	
7	Students 7	0	0	1	1	1	3	0	0	0	1	0	1	0	0	0	0	1	1	1	0	0	1	0	2	1	0	1	1	0	3	60	20	20	40	60	40	
8	Students 8	1	1	0	1	1	4	1	1	0	0	0	2	1	0	1	0	1	3	0	1	1	1	0	3	1	1	0	0	0	2	80	40	60	60	40	56	
9	Students 9	1	0	1	0	1	3	0	0	1	1	1	3	0	0	0	1	1	2	0	0	1	1	0	2	1	0	0	0	1	2	60	60	40	40	40	48	
10	Students 10	1	1	1	0	1	4	0	1	1	1	0	3	0	1	1	1	1	4	0	0	0	0	1	1	0	0	0	1	1	2	80	60	80	20	40	56	
11	Students 11	1	0	0	1	1	3	0	0	1	0	1	2	0	1	0	1	0	2	0	1	1	1	0	3	0	1	1	0	1	3	60	40	40	60	60	52	
12	Students 12	1	1	1	1	0	4	0	0	1	0	0	1	1	1	0	1	0	3	1	0	1	0	0	2	1	1	0	1	0	3	80	20	60	40	60	52	
13	Students 13	1	1	1	1	1	5	0	1	0	0	1	2	0	0	1	1	0	2	1	1	0	0	1	3	0	1	1	1	1	4	100	40	40	60	80	64	
14	Students 14	0	1	1	1	1	4	1	0	0	0	1	2	1	1	0	0	1	3	0	0	0	1	0	1	1	0	1	0	0	2	80	40	60	20	40	48	
15	Students 15	0	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	0	2	0	1	0	0	0	1	0	0	0	1	0	1	20	20	40	20	20	24	
16	Students 16	0	1	0	0	1	2	0	0	1	1	1	3	0	1	1	1	1	4	0	0	0	0	1	1	0	1	1	1	1	4	40	60	80	20	80	56	
17	Students 17	1	0	0	0	1	2	0	1	0	1	1	3	1	0	0	0	0	1	0	1	1	0	1	3	0	1	0	1	1	3	40	60	20	60	60	48	
18	Students 18	0	1	1	1	0	3	1	0	0	0	1	2	0	1	0	1	0	2	0	0	0	0	1	1	1	1	1	0	1	4	60	40	40	20	80	48	
19	Students 19	1	0	0	0	0	1	1	0	0	1	0	2	1	0	0	0	0	1	0	1	0	1	1	3	0	0	0	1	1	2	20	40	20	60	40	36	
20	Students 20	0	1	1	0	1	3	0	1	1	1	1	4	0	0	1	1	1	3	1	1	0	1	0	3	0	1	0	0	1	2	60	80	60	60	40	60	
21	Students 21	0	1	1	0	1	3	0	1	1	0	0	2	1	1	1	1	0	4	1	0	0	1	0	2	0	1	1	1	0	3	60	40	80	40	60	56	
22	Students 22	1	0	0	0	1	2	1	0	0	0	1	2	1	0	0	1	0	2	1	1	1	0	1	4	1	0	1	0	0	2	40	40	40	80	40	48	
23	Students 23	0	1	0	1	0	2	0	0	0	1	0	1	1	1	1	0	0	3	1	0	1	1	1	4	1	0	1	0	1	3	40	20	60	80	60	52	
24	Students 24	0	1	1	0	1	3	0	1	1	1	0	3	1	0	1	1	1	4	0	1	0	0	0	1	1	0	1	1	0	3	60	60	80	20	60	56	
25	Students 25	1	0	1	0	0	2	0	1	0	0	1	2	1	1	1	1	0	4	1	1	1	1	1	5	1	0	1	1	0	3	40	40	80	100	60	64	
Total																											1420	1140	1280	1200	1320	1272						
Average																											56,8	45,6	51,2	48	52,8	50,88						

POST TEST OF CONTROL CLASS

No	Students' Name	Question No.																									Students' Score										
		1	6	11	16	21	11	2	7	12	17	22	12	3	8	13	18	23	13	4	9	14	19	24	14	5	10	15	20	25	15	Indikator 1	Indikator 2	Indikator 3	Indikator 4	Indikator 5	Reading
1	STUDENT 1	1	1	0	1	1	4	1	0	1	0	1	3	1	0	1	0	0	2	0	1	0	0	0	1	1	1	0	0	1	3	80	60	40	20	60	52
2	STUDENT 2	1	1	0	1	1	4	1	1	1	1	1	5	0	1	1	1	1	4	0	0	0	0	1	1	0	0	1	1	1	3	80	100	80	20	60	68
3	STUDENT 3	0	1	1	0	1	3	1	1	0	0	0	2	1	0	0	0	0	1	0	1	1	0	1	3	0	1	0	1	1	3	60	40	20	60	60	48
4	STUDENT 4	0	1	1	0	1	3	0	0	1	0	1	2	0	1	0	1	0	2	0	0	0	0	1	1	1	0	0	0	1	2	60	40	40	20	40	40
5	STUDENT 5	0	1	1	0	1	3	1	1	1	0	1	4	1	0	1	0	0	2	0	1	0	0	1	2	1	0	0	1	0	2	60	80	40	40	40	52
6	STUDENT 6	1	1	1	1	0	4	0	1	1	0	1	3	0	1	1	1	1	4	1	1	0	1	0	3	0	1	1	1	1	4	80	60	80	60	80	72
7	STUDENT 7	1	1	0	0	1	3	1	1	1	1	0	4	1	1	1	1	0	4	1	0	0	1	0	2	0	1	1	0	0	2	60	80	80	40	40	60
8	STUDENT 8	0	1	0	1	1	3	1	0	0	1	1	3	1	0	0	1	0	2	1	1	1	0	1	4	1	0	0	0	1	2	60	60	40	80	40	56
9	STUDENT 9	0	1	1	0	0	2	0	1	0	0	1	2	1	1	1	0	0	3	1	0	1	1	1	4	0	0	0	1	0	1	40	40	60	80	20	48
10	STUDENT 10	1	0	1	0	1	3	1	0	1	1	1	4	1	0	1	1	1	4	0	1	0	0	0	1	0	1	1	1	0	3	60	80	80	20	60	60
11	STUDENT 11	1	1	0	1	0	3	1	1	1	0	0	3	1	1	1	1	0	4	1	1	1	1	1	5	0	1	0	0	1	2	60	60	80	100	40	68
12	STUDENT 12	1	1	0	1	1	4	0	1	0	1	1	3	0	1	1	0	1	3	1	0	0	1	1	3	1	0	1	1	0	3	80	60	60	60	60	64
13	STUDENT 13	1	1	0	0	0	2	0	0	0	1	1	2	1	0	1	0	1	3	1	0	0	0	1	2	1	0	0	0	1	2	40	40	60	40	40	44
14	STUDENT 14	0	0	1	0	1	2	0	1	0	0	0	1	0	1	0	0	1	2	0	0	0	1	1	2	0	0	1	1	1	3	40	20	40	40	60	40
15	STUDENT 15	0	0	1	0	0	1	0	0	1	1	1	3	1	1	1	0	0	3	1	1	1	0	1	4	1	1	0	0	0	2	20	60	60	80	40	52
16	STUDENT 16	0	1	1	0	1	3	1	0	0	1	0	2	0	1	0	1	1	3	0	1	1	0	0	2	0	1	1	0	1	3	60	40	60	40	60	52
17	STUDENT 17	1	0	1	0	1	3	0	0	0	1	1	2	0	1	0	0	1	2	1	0	0	0	1	2	0	1	1	0	1	3	60	40	40	40	60	48
18	STUDENT 18	1	0	1	1	1	4	0	1	1	0	1	3	0	0	0	0	1	1	1	0	0	1	0	2	0	0	0	1	0	1	80	60	20	40	20	44
19	STUDENT 19	0	1	1	1	1	4	1	0	0	1	0	2	1	0	1	0	1	3	0	1	1	1	0	3	1	1	0	0	0	2	80	40	60	60	40	56
20	STUDENT 20	1	1	0	1	1	4	0	0	1	1	0	2	0	0	0	1	1	2	0	0	1	1	0	2	1	0	1	1	1	4	80	40	40	40	80	56
21	STUDENT 21	1	1	0	1	0	3	1	0	0	0	0	1	0	1	1	1	1	4	0	0	0	0	1	1	0	1	1	1	0	3	60	20	80	20	60	48
22	STUDENT 22	0	1	1	0	1	3	1	0	1	1	1	4	0	1	0	1	0	2	0	1	1	1	0	3	0	0	1	0	1	2	60	80	40	60	40	56
Total																											1360	1200	1200	1060	1100	1184					
Average																											61,81818	54,54545	54,54545	48,18182	50	53,818					

POST TEST OF EXPERIMENTAL CLASS

No	Students' Name	Question No.																									Students' Score										
		1	6	11	16	21	11	2	7	12	17	22	12	3	8	13	18	23	13	4	9	14	19	24	14	5	10	15	20	25	15	Indikator 1	Indikator 2	Indikator 3	Indikator 4	Indikator 5	Reading
1	STUDENT 1	1	1	1	1	0	4	0	0	1	1	1	3	1	1	1	1	1	5	1	1	0	1	1	4	1	1	1	1	1	5	80	60	100	80	100	84
2	STUDENT 2	1	1	0	1	1	4	1	1	1	1	0	4	1	1	1	0	1	4	1	1	1	0	1	4	1	1	1	1	0	4	80	80	80	80	80	80
3	STUDENT 3	1	1	1	0	1	4	0	1	0	0	0	1	0	1	0	0	1	2	0	0	1	1	1	3	0	1	1	0	0	2	80	20	40	60	40	48
4	STUDENT 4	1	0	1	0	0	2	1	0	0	0	0	1	1	1	1	0	0	3	1	1	1	1	1	5	1	0	1	0	1	3	40	20	60	100	60	56
5	STUDENT 5	1	1	0	1	1	4	0	1	0	1	1	3	0	1	1	1	1	4	0	1	1	1	0	3	0	1	0	1	1	3	80	60	80	60	60	68
6	STUDENT 6	1	1	0	0	0	2	0	1	1	0	1	3	0	1	1	0	1	3	1	0	1	0	1	3	0	1	1	1	1	4	40	60	60	60	80	60
7	STUDENT 7	0	0	1	1	1	3	1	0	1	1	0	3	0	1	0	0	1	2	1	1	0	1	0	3	1	1	1	1	1	5	60	60	40	60	100	64
8	STUDENT 8	1	1	1	1	1	5	1	1	0	0	0	2	1	0	1	1	1	4	1	1	1	1	0	4	1	1	1	0	1	4	100	40	80	80	80	76
9	STUDENT 9	1	0	1	0	1	3	1	0	0	0	1	2	0	1	0	1	1	3	0	1	1	1	0	3	1	0	1	0	1	3	60	40	60	60	60	56
10	STUDENT 10	1	1	1	1	1	5	0	0	0	1	1	2	0	1	1	1	1	4	1	1	1	0	1	4	0	0	1	1	1	3	100	40	80	80	60	72
11	STUDENT 11	1	0	0	1	1	3	0	1	1	0	1	3	0	1	0	1	1	3	1	1	1	1	0	4	1	1	1	0	1	4	60	60	60	80	80	68
12	STUDENT 12	1	1	1	1	0	4	1	1	0	1	0	3	1	1	0	1	1	4	1	0	1	1	0	3	1	1	0	1	1	4	80	60	80	60	80	72
13	STUDENT 13	1	1	1	1	1	5	0	1	1	1	1	4	0	1	1	1	0	3	1	1	1	0	1	4	0	1	1	1	1	4	100	80	60	80	80	80
14	STUDENT 14	0	1	1	1	1	4	1	0	1	0	0	2	1	1	1	0	1	4	0	1	1	1	0	3	1	0	1	0	0	2	80	40	80	60	40	60
15	STUDENT 15	1	1	1	1	0	4	0	0	0	1	0	1	1	1	1	0	0	3	0	1	1	0	0	2	1	1	1	1	0	4	80	20	60	40	80	56
16	STUDENT 16	0	1	1	0	1	3	0	1	1	1	1	4	0	1	1	1	1	4	1	0	1	0	1	3	0	1	1	1	1	4	60	80	80	60	80	72
17	STUDENT 17	1	0	1	0	1	3	0	1	0	1	1	3	1	0	1	0	0	2	1	1	1	0	1	4	0	1	0	1	1	3	60	60	40	80	60	60
18	STUDENT 18	1	1	1	1	0	4	1	1	1	0	1	4	1	1	1	1	0	4	0	1	0	1	1	3	1	1	1	0	1	4	80	80	80	60	80	76
19	STUDENT 19	1	0	1	1	0	3	0	0	0	1	1	2	1	1	1	0	0	3	0	1	1	1	1	4	0	1	0	1	1	3	60	40	60	80	60	60
20	STUDENT 20	0	1	1	1	1	4	0	1	0	0	1	2	0	1	1	1	1	4	1	1	1	1	0	4	0	1	1	0	1	3	80	40	80	80	60	68
21	STUDENT 21	0	1	1	0	1	3	0	1	1	1	0	3	1	1	1	1	1	5	1	0	1	1	0	3	1	1	1	1	1	5	60	60	100	60	100	76
22	STUDENT 22	1	0	0	1	1	3	1	0	1	0	0	2	1	1	0	1	0	3	1	1	1	0	1	4	1	0	1	0	0	2	60	40	60	80	40	56
23	STUDENT 23	0	1	1	1	0	3	1	0	1	0	1	3	1	1	1	1	0	4	1	1	1	1	1	5	1	1	1	1	1	5	60	60	80	100	100	80
24	STUDENT 24	1	1	1	0	1	4	1	0	1	1	0	3	1	1	1	1	1	5	0	1	1	0	1	3	1	1	1	1	0	4	80	60	100	60	80	76
25	STUDENT 25	1	0	1	1	1	4	1	0	1	1	0	3	1	1	1	1	0	4	1	1	1	1	1	5	1	1	1	1	0	4	80	60	80	100	80	80
Total																											1800	1320	1780	1800	1820	1704					
Average																											72	52,8	71,2	72	72,8	68,16					

The Score of the Students' Pre-Test

Number	Students	Pre Test	
		Eksperimental Class	Control Class
1	Student 1	60	44
2	Student 2	60	64
3	Student 3	48	44
4	Student 4	44	36
5	Student 5	52	44
6	Student 6	44	68
7	Student 7	40	56
8	Student 8	56	52
9	Student 9	48	48
10	Student 10	56	56
11	Student 11	52	68
12	Student 12	52	60
13	Student 13	64	44
14	Student 14	48	40
15	Student 15	24	48
16	Student 16	56	52
17	Student 17	48	44
18	Student 18	48	40
19	Student 19	36	52
20	Student 20	60	56
21	Student 21	56	44
22	Student 22	48	52
23	Student 23	52	-
24	Student 24	56	-
25	Student 25	64	-
	Total	1272	1112
	Mean	50,88	50,5455

The Score of the Students' Post-Test

Number	Students	Post Test	
		Eksperimental Class	Control Class
1	Student 1	84	52
2	Student 2	80	68
3	Student 3	48	48
4	Student 4	56	40
5	Student 5	68	52
6	Student 6	60	72
7	Student 7	64	60
8	Student 8	76	56
9	Student 9	56	48
10	Student 10	72	60
11	Student 11	68	68
12	Student 12	72	64
13	Student 13	80	44
14	Student 14	60	40
15	Student 15	56	52
16	Student 16	72	52
17	Student 17	60	48
18	Student 18	76	44
19	Student 19	60	56
20	Student 20	68	56
21	Student 21	76	48
22	Student 22	56	56
23	Student 23	80	-
24	Student 24	76	-
25	Student 25	80	-
	Total	1704	1184
	Mean	68,16	53,8182

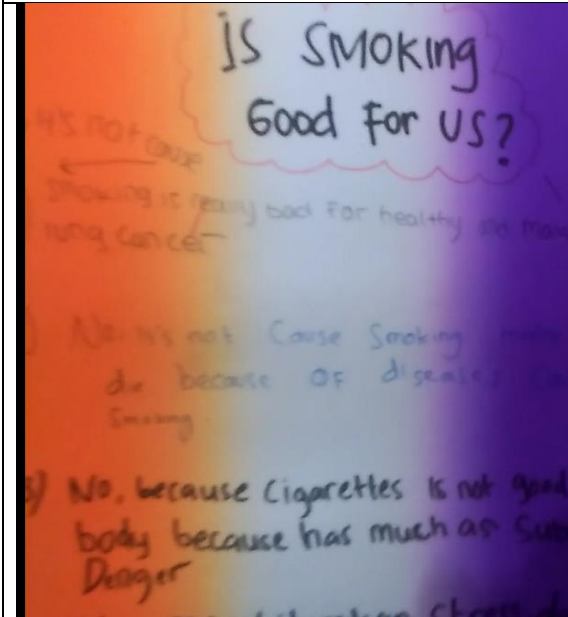
APPENDIX 5

(Photographs)

APPENDIX 5 : PHOTOGRAPHS









APPENDIX

6

(Permit Letters)

 <p>UIN SUNAN RIAU</p>	<p>LANGUAGE DEVELOPMENT CENTER STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلامية الحكومية</p>	 <p>UIN SUNAN RIAU</p>
<p>CERTIFICATE OF ACHIEVEMENT</p>		
<p>This is to certify that</p>		
<p>Name : Rafiqi Putri. H ID Number : 21790125684 Date of Birth : January 1, 1996 Sex : Female Test Form : Paper Based Test</p>		
<p>Achieved the following scores on the</p>		
<p>English Proficiency Test</p>		
<p>Listening Comprehension : 58 Structure & Written Expressions : 57 Reading Comprehension : 51 Overall Score : 553</p>		
<p>Expiry Date : August 12, 2020</p>		
<p>CLDC The Center of Language Development Center English Proficiency Test® Certificate Provided by Language Development Center of State Islamic University of Sultan Syarif Kasim Riau. The scores and information presented in this score report are approved. Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 Telp. 0852 7144 0823 Fax. (0761) 858832 Email : info@pusat-bahasa.info Website : pusat-bahasa.info</p>		<p>The Head of Language Development Center</p> <p><i>Mahyudin Syukri, M.Ag</i></p> <p>Mahyudin Syukri, M.Ag NID. 19720421 200604 1 003</p>





PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 26 JUL 2019

No : 800/Disdik/1.3/2019/9320
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMA Plus Binabangsa
Pekanbaru
di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/24645 Tanggal 25 juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : RAFIQA PUTRI. H
NIM : 21790125684
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Alamat : PEKANBARU
Judul Penelitian : THE EFFECT OF USING, GRAFFITI STRATEGY AND PRIOR KNOWLEDGE ON STUDENT'S READING COMPREHENSION AT SEKOLAH MENENGAH ATAS PLUS BINABANGSA PEKANBARU

Lokasi Penelitian : SMA PLUS BINABANGSA PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan:
Direktur Program Pascasarjana UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
 Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
 Email : dpmtsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISSET/24645

T E N T A N G



032010

**PELAKSANAAN KEGIATAN RISSET/PRA RISSET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1736/Un.04/PPs/PP.00.9/2019 Tanggal 23 Juli 2019**, dengan ini memberikan rekomendasi kepada:

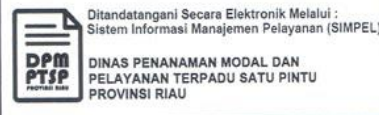
- | | | |
|----------------------|---|--|
| 1. Nama | : | RAFIQA PUTRI. H |
| 2. NIM / KTP | : | 21790125684 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE EFFECT OF USING GRAFFITI STRATEGY AND PRIOR KNOWLEDGE ON STUDENTS' READING COMPREHENSION AT SMA PLUS BINABANGSA PEKANBARU |
| 7. Lokasi Penelitian | : | SMA PLUS BINABANGSA PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 25 Juli 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**LEMBAGA PENDIDIKAN BINABANGSA
SMA PLUS BINABANGSA
AKREDITASI A (AMAT BAIK)**

SK Pendirian : 420/PP.4/XII/2003/7225, NSS : 304096004051, NIS : 300510
Alamat : Jl. Ketitiran No. 24 Sukajadi Pekanbaru Riau 28124 Telp : (0761) 25370
E-mail : smaplusbinabangsa@yahoo.com



SURAT PERSETUJUAN RISET

No:2038/034.1/KET/SMAPBB/XI/2019

Yang bertanda tangan dibawah ini :

Nama : **JARNAWI, S.Pd**
Jabatan : Kepala Sekolah
Unit Kerja : SMA Plus Bina Bangsa

Menerangkan dengan sebenarnya, bahwa :

Nama : **RAFIQA PUTRI. H**
NIM : 21790125684
Program Pendidikan : Magister (S2)
Program Study : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Semester : V (Lima)


Dengan ini menerangkan bahwa yang namanya tersebut diatas telah melakukan penelitiannya di SMA PLUS BINABANGSA Pekanbaru terhitung dari tanggal 3 Oktober – 22 November 2019 dengan judul :

“THE EFFECT OF USING GRAFFITI STRATEGY AND PRIOR KNOWLEDGE ON STUDENTS’ READING COMPREHENSION AT SMA PLUS BINABANGSA PEKANBARU”

Demikian surat ini disampaikan, atas perhatiannya diucapkan terimakasih.

Pekanbaru, 25 November 2019
Kepala SMA Plus Binabangsa
Pekanbaru,



 UIN SUSKA RIAU	
KARTU KONTROL KONSULTASI BIMBINGAN TESIS / UJIAN TESIS MAHASISWA	
NAMA	RAFIQA PUTRI H
NIM	21790125684
PROGRAM STUDI	PAI
KONSENTRASI	PBI
PENYEMPAH / PROMOTOR	Dr. Marzuki, M. Ed
PENYEMPAH / LIAISON PROMOTOR	Dr. Buchori, S. Pd. I., M. Pd
JUDUL TESIS/ISERTASI	THE EFFECT OF Using Hand GRAPHIC STRATEGY ON STUDENTS' READING COMPREHENSION AT SMA PLUS BINABANGSA PERANGKAS
PROGRAM PASCA SARJANA UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU	

KONTROL KONSULTASI Bimbingan / KONSULTASI				
NO.	Tanggal Konsultasi	Isi Konsultasi / Promotor	Status (Pembimbing / Promotor)	Keterangan
1.	26/7-2019	Discuss the topic and variables involved in the study	KEAN	
2.	28/7-19	Continue discussing the variables	KEAN	
3.	11/8/19	Instrument needs to be crosschecked.	KEAN	
4.	17/8/2019	provide the new proposal and the results and for the merged and collected.	KEAN	
5.	16/10/2019	crosschecking the research for the necessary correction	KEAN	
6.	17/12-2019	checking all things before the final exam is held	KEAN	

Catatan:
 "Cek ulang dan akurasi"

Disetujui: 17-12-2019
 Dr. Marzuki M.Ed MA




KONTROL KONSULTASI Bimbingan / KONSULTASI				
NO.	Tanggal Konsultasi	Isi Konsultasi / Promotor	Status (Pembimbing / Promotor)	Keterangan
1.	16/8/2019	Has Variable, literature review, Research Method, Instrument.		
2.	4/10-2019	Instrument, Data analysis, R.O.S, Status of the problem		
3.	16/10-2019	Instrumentation		
4.	19/12-2019	Approved for examination		

Catatan:
 "Cek ulang dan akurasi"


Disetujui: 19-12-2019
 Dr. Bukhori S.Pd, M.Pd.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : RAFIGA PUTRI H.
 NIM : 2179 0125689
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	7-9-2018 / Jumat	The Effect of Interview Technique to Students' Speaking and writing ability at first semester in IAIN Padang Sideempuan		Nurulimah Nasution
2.		An Ekploration of Students' speaking anxiety in learning English as a foreign Language in a State Islamic University in Pekanbaru		Destika Zamitra Putri
3		The Effect of using storyboard technique on Student's Descriptive text in writing ability at Senior High school 1 Tambora Utara Roroten Hulu		Susmawati

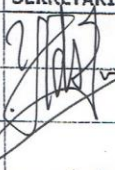
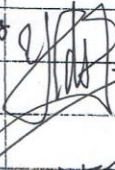
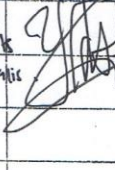
Pekanbaru, 07-09 2018
 Direktur


 Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001


NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Rafiqia Putri. H
NIM :
PROGRAM : PASTA Sartana
PRODI : B. Inggris / PAI
KONSENTRASI : B. Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24/10/2019	A comparative study of using classwide peer tutoring technique and student team		Sumita Erika
2		achievement deviation in teaching reading comprehension at state senior high school		
3		Malang.		
4	24/10/2019	English Teachers activities in implementing the scientific approach of the 2013		Anhendri
5		Curriculum in teaching and learning process at SMPN 3 Kampar		
6				
7	24/10/2019	An analysis on grammatical errors in Descriptive Paragraph written by students		Fajar
8		at Junior high school 3 Mandau, Bengkalis regency.		
9				
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Pekanbaru, 24/10/2019
Direktur,


Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : RAFIQA DUTRI
 NIM : 21790125684
 PROGRAM : S-2
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	30-01-2019 (RABU)	Implementing on English teaching culture through the use of environmental media at State junior high school in Kampar sub-district		2 ulhendri
2				
3				
4		The Effect of students' team achievement divisions (STAD) cooperative integrated		Rizky NUBRAHAYU
5		Reading and composition (CIRC) method on students' reading comprehension at SMPN 23 Pekanbaru.	<i>Dr. M. M. M.</i>	
6				
7				
8		The effect of scrapbook towards students ability in Writing Recount text and		Rahma Darini
9		Motivation of ten Grade students MA AL - MUNAWWARAH.		
10				
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Pekanbaru, 30-01-2019
 Direktur,

Prof. Dr. H. Afrizal M, MA
 NIP. 19591015 198903 1 001

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : RAFIQA PUTRI. H
 NIM : 21790125684
 PROGRAM : Pasca sarjana
 FAKULTAS : PAI
 KONSENTRASI : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	04 Juli 2019 Kamis / Thursday	The effect of Using Youtube Video and motifation on the students' listening skill of State Senior high school 2 Pangkajene		Fakhrunnisa
		The Implementation of English Language Community Program in Polytechnic LP3I Bandung - Pekanbaru		Tuti Hastuti
		The effect of Collaborative writing strategy and Anxiety on students' writing Ability Madrasah Islamiyah Al-mannaar Bulan raja	<i>Dr. Hafid</i>	Zakiyah
		The Difference on reading comprehension Between students with cognitive and meta cognitive strategies At SMAN 04 Bengkalis		Nevi Fitriani

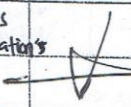
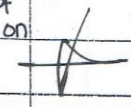
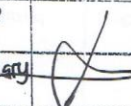
Pekanbaru, 04 Juli 2019
Direktur

 Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : RAFIQA Putri . H
NIM :
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	02/12/2019	The Correlation Between Learning Styles and Self-Confidence on Student's Motivation's at SMK Perikanan Provinsi Riau		Ueni Nurpita Sari
2				
3	02/12/2019	A comparative study on the Effect of Using PQR and ETR Strategies on		Ella Novia Anjani
4		Student's Reading Comprehension at SMP PLUS Terpadu Pekanbaru		
5				
6	02/12/2019	A comparative study between the use of VSS (Vocabulary self-collection strategy) and SVES (STEPES Vocabulary Elaboration strategy) on students' Vocabulary Mastery at SMPN 1 BANTAN IN BENGKALUS Recently		Afiky Nugrahayu
7				
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Pekanbaru, 02 2019
Direktur,


Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : RAFIQA PUTRI H
 NIM : 21790125684
 PROGRAM : PASCA SARJANA
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	Seminar 10 September 2018	Konsep Pendidikan Berbasis Fitrah dalam keluarga Menurut Harry Santosa dan Relevansinya dengan Permendikbud NO. 30 Tahun 2017 Tentang Pelibatan Keluarga dalam Penyelenggara Pendidikan		Refika Yusra
2.		Konsep Manajemen Pendidikan Islam dalam Surat Al - 'ASHR		Suci Wahyuni
3.		Relasi Guru dan Murid Dalam Meningkatkan Pendidikan Karakter Yang berbasis Islam (studi terhadap Pemikiran Ki Hajar Dewantara dalam buku Pendidikan Karakter)		Yuni Fitri

Pekanbaru, 10 September 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : RAFIQA PUTRI
NIM : 21790125684
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	9 Juni 2018 SABTU	Konsep Manajemen Komunikasi Pendidikan Dalam Perspektif AL-Qur'an		MUSLIMIN HUTAPEA
2	9 Juni 2018 SABTU	Kinerja guru Madrasah TSANAWIYAH DI Kecamatan Tualang Kabupaten Siak		YENI OSMAENI
3	9 Juni 2018 SABTU	Konsep Pendidikan Islam dalam Perspektif Mahlud Yunus		NUR AINAH
4	9 Juni 2018 SABTU	Pemikiran Pendidikan AKHLAK MENURUT Sayyid Qutb dalam Tafsir FI-ZILAL AL-QURAN		PAUJAN HAMDI
5		Surat AL-ISA' Ayat 23-39		
6	9 Juni 2018 SABTU	Metode Mengajar Rasulullah SAW (Telah kritis atas pemikiran Abdul Fattah Abu Ghuddah dalam karyanya Muhammad Sang Guru)		ROFI'AH
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Pekanbaru, 9 Juni 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafiqqa Putri H
NIM : 21790125684
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	9 Mei 2018 SABTU	Hak Dan Kewajiban suami Istri Dalam Undang-Undang Perkawinan NO.1 Tahun 1974 Dalam Perspektif Mazahid Al-syaridh		Usni Abadi Siregar
2				
3	9 Mei 2018 SABTU	Pergeseran Kepemilikan Harta Pusaka Tinggi Ditinjau dari Hukum Islam (studi kasus Pada Masyarakat Eunung Toar Kabupaten Kuantan Singingi		MURDIN
4				
5		Problematika Jabab Kabul melalui Media Komunikasi Kontemporer Perspektif Empat Mazhab.		Syuaib Nasution
6				
7		Intensitas Pemahaman Masyarakat Desa Pasir Utama Kecamatan Rambah Hilir terhadap Menjaga Kerahasiaan Rumah tangga		Meneng Ria Mulyati
8				
9		Hukum Ayah Menikahi Anaknya yang lahir Di luar nikah Menurut mazhab Hanafi Dan Mazhab Syafi'i		Kailandra Saputra Felyngan
10				
11		Eksistensi saksi non muslim sebagai Alat Bukti dalam Peradilan Agama Peru		Ahmad Sholih husiblan
12		Hukum Menghadia shalat yang di tinggalkan tanpa uzur (studi komparatif Antara pendapat Imam An-Nawawi Dengan Ibnu Taymiyah		Okipenri
13		Nusyuz. Dalam kompilasi Hukum Islam Perspektif Imam Syafi'i		Juni Efendri
14		Hukum Wasiat (studi komparatif Antara Imam Malik dan Hukum Kewarisan Dalam Islam)		Jasmianti
15		Hamil Pra Nikah Dalam Perspektif Imam Mazhab		Aimi Jera

Pekanbaru, 9 Juni 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

CURRICULUM VITAE



Name : Rafiq Putri. H, S. Pd.
 Place/ Date of Birth : Pekanbaru/ 01st, January 1996
 Address : Jl. Permata II No.07 Pekanbaru 26283-
 Prov. Riau
 Number : 0895614032115
 E-mail : rafiqaputri303@gmail.com
 Nationality : Indonesian

EDUCATION BACKGROUND:

Thesis Title : The Effect of Using Graffiti Strategy and Prior
 Knowledge on Students Reading Comprehension at
 SMA Plus Binabangsa Pekanbaru

 2013-2017 : Strata-1 Program (bachelor) (S1/ S. Pd) at Faculty of
 Education and Teacher Training, English Education
 Department at State Islamic University (UIN) of Sultan
 Syarif Kasim Riau Pekanbaru

 2010-2013 : Man 2 Model Pekanbaru

 2007-20010 : SMP Islam AS-SHOFA Pekanbaru

 2001-2007 : Islamic junior High School AS-SHOFA Pekanbaru